Teaching in India Series, XIV

SUGGESTIONS FOR
THE ORGANIZATION OF LIBRARIES
IN INDIA

TEACHING IN INDIA SERIES

SUGGESTIONS FOR THE
ORGANIZATION OF LIBRARIES
IN INDIA

BY

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CONSPECTUS

This book aims to relate library organization to education and provides a description of library technique in brief.

It is based on the assumption that the days of mass-teaching are over and a new era of individual instruction is about to commence. Education is defined as a lifelong process in which the school provides only the initial momentum, and the library system is one of the necessary aids to perpetual self-education for all.

· The first part deals with self-education, library civics, correlation of class-teaching with library work by the provision of background study, parallel reading and follow-up work, library finance and library buildings. This part is turned on teachers.

The second part is devoted to the technique of library management. Thousands of librarians are wanted for schools in rural areas, but owing to a lack of training institutions, they are not forthcoming. But with the use of this book one, with a sound general education, could perform the duties of a librarian quite efficiently till a competent man takes his place. Ready-made class numbers by the Colon Classification, elementary rules for cataloguing and a description of every type of library routine will be found in these chapters. The chapter on reference service sets forth two cycles of lessons on library-use planned on the concentric system.

A blue print for the library edifice of India is provided in the third part. The distinctive role different types of libraries will play are shown— academic libraries such as those at schools, colleges,

universities and research institutions; public libraries
such as urban, rural, regional, and provincial and
national central libraries; and business libraries of all
kinds. The part schools should play in accelerating the
establishment of a national library system in India are
clearly portrayed.

Benares
November 1946   S. R. RANGANATHAN

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112 PERPETUAL EDUCATION

The library is a means of perpetual self-education. 'Perpetual' emphasizes another difference between the library and the school in which the course of education is limited to a few years. Boys and girls are abandoned by the school before they are adult, while they still know almost nothing of the problems that lie ahead of them and are largely unequipped for the journey of life. That is why some people even go to the length of saying that real education begins only after leaving school. Let us grant, at least, that education should be continued afterwards : is it not said that one goes on learning from the cradle to the grave ? When a youth has left school, the library is still available to him as a means of education and will continue to be accessible throughout his life.

113 UNIVERSAL EDUCATION

The library is a means of universal self-education. It is available to all men and women, young and old, rich and poor, learned and ignorant, good and bad, normal and abnormal. Its potentiality for good or otherwise is, therefore, very great.

I

114 ONLY *A* MEANS

The library is *a* means of universal, perpetual self-education. The restrictive 'a' implies that it is not the only means, but merely one among many. There is nothing in the world that can arrogate to itself the function of being the sole means of education for anybody. In the *Bhagavata-Purana*, Yadhu asks: 'How, O Sage, did you acquire without effort the wide and clear wisdom by whose light you wander like a child?' The Brahman replies: 'Many are my teachers, O King, whom I adopted by my own understanding; with the wisdom I imbibed from them I go free from attachment.' Then he names twenty-four teachers from the earth to a wasp, and adds, 'My own body also is a teacher. . . Knowledge from one source only can never be firm and complete.'

115 A LIMITATION

The library has a very special limitation. It is a deposit of an abstract record of ideas, divorced from the living voice, from the powerful or tender eyes, from the changing expression that may so subtly extend or modulate the meaning of words — in short from every means by which the incalculable influence of personality is transmitted. Wherever wisdom, as against mere knowledge, survives, it is recognized that a word from one who embodies it conveys something of its essence which is absent from any formal record. Even at lower levels it is recognized that the living speech of a 'school' or group is charged with a certain atmosphere, potentiality, mode of experience and vision which the same words on the page do not necessarily convey.

THE LIBRARY AS A MEANS OF EDUCATION

The vivifying influence of personality is essential if the library is to be fruitful as a means of education. To supply it is the vital function of the library staff. This was not realized in the earlier days of modern libraries when the librarian was looked upon as a caretaker of books viewed as property. More recently his mission in society has often been misunderstood in another way : he has been regarded as a bookish person whose aim is to produce bibliophiles. His real object, however, is not subservience to books but mastery of them. He does not want to lure people into illusion – for no man can see life solely through books – but simply to bring the unenlightened into contact with the minds of others, so that through the vision of great authors the ordinary man may be led to face his social and moral obligations, to solve his material problems, to think of his spiritual needs and to achieve a balanced view of the universe.

When public libraries are still in the pioneering stage, their main object, no doubt, is simply to get people to read. But as soon as total illiteracy is abolished the interest of the librarian must be in *what* people read and *how* they read.

So long as knowledge was intuitive or hereditary, and education, therefore, only for the elect, libraries (collections of books enlivened by the personality of a librarian) were not indispensable. But if education is to become universal and perpetual – if not merely some (the uppermost centiles) but all are to enjoy lifelong self-education – libraries stocked with a wide variety of books and activated by librarians who can transform the potential energy stored in books into kinetic energy in the minds of readers have a part to play whose importance can hardly be overstressed.

FORMING THE LIBRARY HABIT

121 THE HANDICAP OF A GOOD HABIT

Since the library is a means of perpetual self-education, the habit of using it is beneficial. Even as a means of relaxation the library can provide entertainment in a way that, so far from corrupting, elevates. If the librarian knows his job and is allowed to do it properly, this kind of relaxation will be free from the harmful after-effects of habits like gambling and drinking. But bad habits have this advantage over good ones—like weeds, they grow unaided; good habits, on the other hand, need careful tending like fruit and flowers. The library habit, then, must be fostered with the greatest care. It must be induced by deliberate methods even in childhood. For its ultimate success as a means of universal, perpetual self-education, the library must therefore invoke the aid of the school. And schools must go beyond furnishing information and coaching for examinations in order to develop the library habit in their pupils. For this purpose they should maintain libraries organized on the model of the public library which is to continue the education of the pupils when they leave school. In the school library the pupils must have frequent opportunities of tasting the benefits of self-education and self-entertainment. By the time the young citizen leaves school, the urge for perpetual self-education through libraries should have become part of his nature.

122 THE HANDICAP OF LITERARY CONVENTIONS

Writing is in any case a conventional method of communicating thought. No doubt the literary conventions were at first fairly simple and stable. But the ex-

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pansion of the sciences and of the scientific point of view
in all fields has brought about such a fragmentation of
knowledge that conventions grow less and less simple
and organic and more and more *artificial*. This is nowhere
more apparent than in the encyclopedias, year books,
directories and handbooks so characteristic of our day.
They are very unstable, continually being 'improved'.
Mere literacy is, therefore, quite insufficient nowadays
to enable a young man to continue his education through
books. Already at school, then, before his habits have
become rigidly set, he must be given constant practice
in the use of books. By the time he leaves school, he
must be able to make even the most special or artificial
books serve the living purpose of self-education. He
must no longer be baulked by any conventional or in-
trinsic difficulty in any kind of book : he must be able to
get quickly and confidently whatever he likes or wants.

123 THE HANDICAP OF UNFAMILIARITY

It is only comparatively recently that a common
pool of books has been made available for the gratuitous
use of everyone. This is something so new that people
do not yet quite take its existence for granted, nor does
the force of imitation yet take them to it as it does to
the village temple. And unlike the temple which makes
an emotional and 'luminous' appeal, or the playing-
field and the cinema engaging the muscles and the
senses that familiarize the new very easily, the library
appeals essentially to the intellect. One method of
overcoming this handicap, no doubt, is to increase the
extra-intellectual appeal of the library — by means of
beauty, comfort and courtesy. But it can also be
overcome at school. It is a common practice in some
countries to take final-year pupils to the local public
library where the library staff is able to make them

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realize the resources and the service that stand ready
to aid their education.

124 THE HANDICAP OF LIBRARY CONVENTIONS

In the art of building up appreciation and acceptance
of book-service, the library profession is obliged to
employ certain techniques. The task of finding among
an ever-growing, variegated stock, his book for every
reader and its reader for every book, without waste of
time, makes certain methods and conventions indispen-
sable. If the library staff is to give its best service,
these methods must be familiar to readers.

1241 LIBRARY CLASSIFICATION

Experience has shown, for example, that books in a
library should be arranged according to a scheme of
classification. Such a scheme seeks to arrange ideas of
all degrees of extension and intension in the most
helpful filiatory order. But there may be several
possible orders of equal value. For example, the ten
main classes into which the Decimal Classification
divides knowledge, which has the smallest base or lay-
out, can be arranged among themselves in 3,62,880
different ways. Most of these, no doubt, will be
obviously unhelpful, but at least a score may be of
almost equal usefulness among which it will be difficult
to choose. The particular order preferred by a given
scheme may therefore be said to be arbitrary or con-
ventional, and readers must be made familiar with it if
they are to find their way about a minutely classified,
modern, open-access library.

1242 LIBRARY CATALOGUE

A modern library catalogue involves still further
conventions. The promotion of surnames to first posi-
tion in author-headings, the rendering of the names of

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governments and institutions, their parts and dependent bodies in corporate author headings,[1] the choice and rendering of specific subject-headings—these may baffle an unprepared reader, however intelligent, unless he is told about them beforehand and has practice in applying them. The 'added entries' in a modern library catalogue (analytical entries, cross-reference index entries, *see also* subject entries, etc.) bring in a further quota of conventions. Even the alphabetical arrangement in a library catalogue is not, unfortunately, as simple as A, B, C, but requires several conventions of *its* own. As a matter of fact, it involves problems that are quite insoluble, however complicated one might be prepared to make one's conventions. It is no wonder, then, that people who have not been initiated into its working cynically define a library catalogue as a device for hiding the names of books.

1243 THE SOLUTION

To get over these and other handicaps in the use of a highly evolved organization like the modern library, readers must be carefully initiated and trained. No doubt intelligent adults can very quickly get to 'know the ropes'. But it would be far more comfortable both for readers and staff if this training could be given in the pliable years of childhood. The library, therefore, looks to the school to initiate citizens in all the library conventions and in the use of library apparatus of every kind. For this purpose the school library should be classified and catalogued as minutely as any other library. Open-access and the modern ticket-card[2] method of issue should prevail in school libraries just as they do in public libraries.

[1] See Section 224. [2] See Section 242.

125 THE CARE OF BOOKS

It is surprising how few people realize that a book is a fragile thing. Within living memory many communities have introduced public libraries for the first time. The fate of the books in some of them has been sad indeed. They suffered at every stage. The tops of their spines were broken through their being drawn from the shelf with a finger. The stitches that hold the gatherings were torn through violent opening. Spines were cracked and pages dirtied through the pernicious habit of laying open books face downward. The corners of many leaves were folded – and eventually folded off – in forced labour as book marks. Margins were taken as free spaces to write in. Whole pages were sometimes heavily underlined. People too lazy to take notes and cynically indifferent to the needs of others even went to the length of ripping out a score of pages at a time. Illustrations were deformed beyond recognition by improvised beards, caste-marks or spectacles, and some plates have been lost for ever. Certain books showed signs of having served as a protection against rain as well as sun. There was hardly a limit to the load of dirt that others had to carry. No wonder that many a book met with premature disablement and even death. Susceptibility to injury is greatest amongst reference books like encyclopedias, dictionaries and directories. Most of them are large, heavy and unwieldy; yet they are in constant use. Unless they are handled with great care, their life and service will be prematurely shortened. The unsightly condition to which they can be reduced in an incredibly short time is a matter of experience.

FORMING THE LIBRARY HABIT

1251 TOO LATE WITH ADULTS

The first generation of librarians tried in every conceivable way to teach adults the elements of the care of books. They distributed leaflets, gave lantern-lectures and talks, put up posters, tried personal persuasion and pressed the theatre into service, staging plays with books as characters who exhibited their woes. They even conducted a public funeral of a murdered book at which an orator bemoaned its early death, condoled with the bereaved on the callous way in which they had been deprived of its services. But all this was of no avail.

1252 BEGIN WITH CHILDREN

They had to exclaim in despair 'Let the present stock of books perish with the present generation of adults. Let us work for the future by taking the next generation of readers in hand while they are still young.' For yet another reason, then, the library looks to the school for help. By precept and by example the care of books is most effectively taught at school.

126 LIBRARY HYGIENE

The library as a means of self-education for all the members of a community is a place to which many people are expected to throng. It will therefore tend to become unusable unless readers have hygienic habits. It is in the general reading-room that most readers stay longest and here, therefore, their responsibilities in the matter of hygiene are highest. The bad condition of some of our big libraries is evidently due less to any unwillingness on the part of readers than to a general lack of hygienic training and awareness. They seldom realize that waste-paper baskets are for use, and few are moved by the sight of scraps of paper littering the floor.

This is hardly surprising when they feel no disgust at the sight of nasal and salival excreta on floors and window-frames. The tobacco- and betel-chewing habits also leave permanent pink and brown marks on walls and window-sills and in the courtyard. Another kind of disfigurement is from spilt ink. Yet another unhygienic habit is the leisurely combing of the hair that distributes scurf about the floors.

1261 THE LIBRARY CATALOGUE

The modern library catalogue as a permanent record to be used by all readers must be handled in such a way that it may last as long as possible without disfigurement. This requires that readers' hands must be clean and dry before they touch the catalogue cards, and in turning them readers must on no account lick their fingers with the tips of their tongues. Even with the cleanest hands, repeated touching is bound in the long run to soil the edges of cards. Since it is more unsightly to have the top edges soiled, and because the leading line of each card is the topmost line, catalogue cards should be turned by their side edges. In this matter of hygiene and tidiness it is, again, too difficult to work with adults, so that the library staff must look once more to the school to train the public in clean habits.

127 LIBRARY CIVICS

As a means of universal education, the library is a social institution guided by the most democratic principles—'Every reader his or her book', 'Every book its reader' and 'Save the time of every reader'. On their side, therefore, readers need public-mindedness and habits of helpful, constructive, participating citizenship. Emphasis here must be placed on behaviour rather than on theoretical knowledge.

FORMING THE LIBRARY HABIT

1271 WITHIN THE LIBRARY

There is first of all imperative need for strict observance of the rule of the queue at entrance and exit. As one of the ways of helping education through books, modern libraries adopt the open-access system — readers are allowed to wander freely in the stack room and pick out books for themselves. This is freedom of a high order, and unless it is exercised with a great sense of moral responsibility it will lead to abuse. A casual irresponsibility is the replacing of a book in the wrong shelf, bay or tier. If readers realize that a book misplaced is a book lost, not only to others but also to themselves, they will not insist that because they are free to take books from the shelves, they should also be allowed to replace them as they like. Because they lack a proper *civic attitude, readers often pick a quarrel with the* staff on this point. The anti-social practice of deliberately hiding books in unexpected parts of the stack room with the object of reserving their use to oneself is most deplorable. No theoretical instruction, perhaps, can purge people of this unfortunate selfishness; it is only healthy life in a free open-access library at school that can nip such tendencies in the bud. The library, therefore, looks to the school to see that the basic civic rule of the greatest good for the greatest number is permanently woven into the moral fabric of youths before they leave school.

1272 LIBRARY RULES

No community institution can fulfil its purpose in a democratic way unless every member agrees to abide by certain necessary rules and is prepared to look upon their rigid enforcement as a help rather than a hindrance.

12721 MAXIMUM NUMBER OF VOLUMES

One usual rule fixes a limit to the number of volumes that can be taken home at a time. Arguments may be found in favour of any particular number and whichever is fixed by the rule may therefore appear arbitrary. But once the rule is made every reader should deem it an obligation to obey it without murmuring. He should realize that this rule is intended not for his special inconvenience but to benefit the public at large. A library book at the home of one reader stands withdrawn from the use of others : the rule in question merely attempts to minimize this effect by limiting loans to as many volumes as can reasonably be expected to be in active use together. The rules often provide that a larger number of volumes may be lent to members engaged in research. It is only by a false sense of democracy that this can be called unfair. The intention of true democracy is equal opportunity for each according to the measure of his capacity, and not a blind, mechanical, quantitative equality.

12722 THE TIME-LIMIT

Another rule that causes even greater vexation is that which fixes a time-limit for the return of books taken on loan. Experience has shown that this rule cannot be enforced without some such safeguard as a charge of so much per day for the retention of a borrowed book beyond the period allowed. The idea is not to make these overdue charges a source of revenue. On the contrary, the library helps the reader in every possible way to avoid paying them. It usually indicates the due date on a special date-slip attached to the fly-leaf of each book, it sends a reminder card as soon as the book becomes overdue and every week afterwards until it is returned. The trouble is (as with all fines for trivial misdemeanour) that they

come to be regarded as payment for a privilege. The reader who keeps a popular book beyond the proper time because it will cost him only a few annas to do so is as unmindful of his civic responsibility as the motorist who takes with him extra money for fines so as to be able to indulge in breaking the rules of the road.

12723 PROHIBITED CATEGORIES

It is again a matter of experience that certain classes of books are best used within the library premises and never lent out. Reference books are brought into this class both because they are constantly in demand and because they are not intended for continuous reading. To ask for exemption from this rule shows utter indifference to civic responsibility. Rare and costly books and periodicals are also usually withheld from circulation outside the library. The intention is, in view of the difficulty and sometimes impossibility of replacing them, to minimize the chances of their being lost or injured. A third prohibition affects books printed on bad paper and artbooks or books containing many plates. Art paper, being loaded with china clay, is easily affected by damp and comes off the stitch with the slightest mishandling. It is too risky to subject such books to trafficking between home and library.

12724 THE REMEDY

The library finds it difficult to change the complaining attitude of egoistic adults against such democratic rules. The only real remedy, once more, is to educate the young at school in all such matters.

THE SCHOOL LIBRARY
AND THE NEW EDUCATION

In the last chapter we saw that the library looks to
the school for help. But the school, no less, looks to
the library for its own fulfilment — not yet every school,
of course, but all that have felt the influence of the
New Education outlined by John Dewey in 1896.

BUSINESS

TECHNICAL
SCHOOLS

RESEARCH
LABORATORY

SHOP

TEXTILE
INDUSTRIES

LIBRARY

HOME

UNIVERSITY
LIBRARY

MUSEUM

DINING –
ROOM

KITCHEN

GARDEN
PARK
COUNTRY
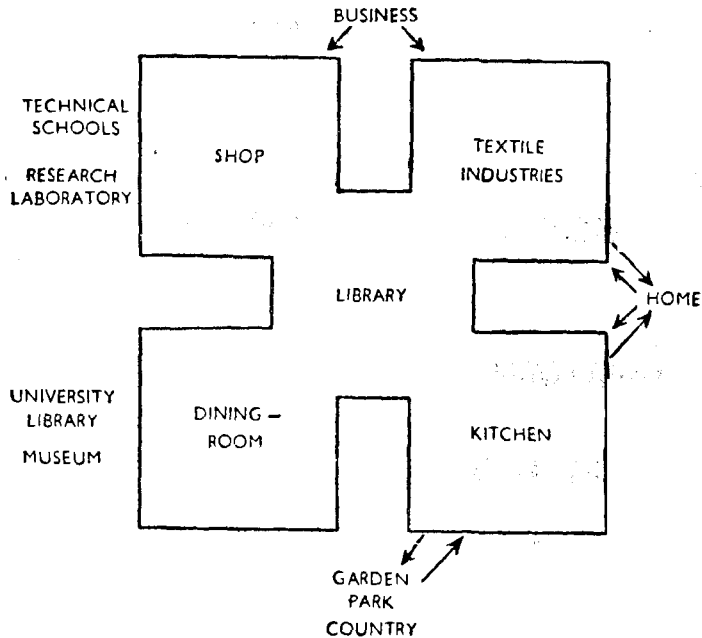
The accompanying figure is a reproduction of chart
III from Dewey's book *School and Society,* in which
he expounded the basic principles of the New Education.
In this diagram the library is shown as the heart

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of the school. It is to this centre, as Dewey says, that pupils bring their varied experiences, problems and questions. Here they discuss and pursue them in search of new light from the experience of others and specially from the accumulated wisdom of the world garnered, arranged and displayed in the library. This fixes the importance of the school library and the 'library hour'.

131 PEDAGOGY OF INDIVIDUAL DIFFERENCE

The institution of compulsory education created a new situation in schools. In the early days only children with an innate capacity for self-education went to school. They could be educated by any method or no method, even in spite of a definitely hindering one. As the saying goes : genius will sprout even from a dunghill. The slightest external aid is enough to stimulate the unusually gifted. This fact made possible the teaching of large classes. But as less and less gifted children came to school, this indiscriminate method proved a failure. The teacher was addressing himself to an often non-existent average pupil. Those above the average felt bored; those below, felt bewildered ; the rest became rebellious, so that even discipline was undermined. The New Education holds that the less gifted cannot benefit by this mass-method teaching : they need individual help. This means that teaching in the classroom must be limited to what is effective— the giving of general inspiration—and for this a short time daily will suffice. All the rest must be done in the laboratory and the library; there, with only occasional reference to the teacher, the most brilliant will learn to solve their own problems, while the slowest or specially handicapped will be given the detailed attention they need.

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1311 THE DALTON PLAN

One of the best known organizations for the pedagogy of individual differences is the Dalton Plan. One of its characteristics is the provision of 'laboratories' for every subject. In these special rooms everything is done to create a favourable atmosphere. Among the means to this end are bookshelves stocked with literature bearing on the work in hand : not merely textbooks but descriptive and reference books — books, especially, that relate the given subject to the whole living universe of thought and experience, that light it up from the most diverse angles — books written not by pedagogues but by men and women who have devoted their lives to the subject or who touch upon it fruitfully from other points of view. Here is no stagnant collection, *but one flexibly keeping pace with the needs of* the pupils and with the growth of literature on the subject concerned. In this way the dull 'commercial' textbook, often the only one the pupil ever knew in the old days of mass-teaching, is crowded out by works whose flair and freedom attract and inspire.

It must not be supposed from this that the Daltonians worship the printed page : with them it is simply one means of approach. But since books are to play so large a part in the further education of most of the pupils when they have left school, they must learn there how to make the best use of them. Even at school it is well not to get into the habit of depending entirely upon what one is told : to have learned how to find information by oneself is an invaluable asset.

1312 ASSIGNMENTS

In the old days, a given amount of subject-matter was set to be learned by all; and 'learned' meant

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'memorized'. This more or less arbitrary chunk of material had no living relation either to the subject itself as a whole or to the interests or capacity of any individual pupil. The whole affair was deadly dull and could arouse no motive but the negative one of escaping trouble in class. The pedagogy of individual difference, on the other hand, demands, first of all, that the subject be presented in such a way as to arouse the pupils' interest. And what it offers is not a static programme but a general line of pursuit. This general trend allows each pupil to pursue for himself those aspects of the subject that especially arouse his interest. The teacher may say : 'Today we have begun our study of Russia. Just read the description of the country in your textbook and pick out the one or two points that you find most interesting. Then you can work them up in the books here and in the library and go into all the details. So, by the next lesson, you will be able to interest us as well.'

1313 HOME WORK VERSUS LIBRARY WORK

Conditions in the homes of many pupils are not suitable for study. The boy must work in a crowded, noisy living-room where books, let alone well-selected ones, are not available. Fond parents, moreover, may seek to supply this lack by crude methods of teaching that do more harm than good. Free hours must therefore be allowed in the time-table for work in the school library with the help of teachers and librarian.

132 GLOBALITY

The fundamental insistence of the New Education is that education, like experience in general, must be global and not atomistic. Memorizing unrelated items for so many minutes apiece merely divides and paralyses the mind. It kills the synthetic power by which intuition

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suddenly perceives or creates new relations and new pos-
sibilities. The process of learning must be unified by
some central interest which can guide and focus all that
is thought and done. Each new insight or experience
will then, in the joy of learning, be integrated into a
deepening power and consciousness, increasingly
prompt, sensitive and resourceful. The pupil will have
found and developed in himself capacities for under-
standing and adaptation — for self-education, self-direc-
tion and creative work — capacities more and more ne-
cessary in the rapidly widening and changing modern
world.

1321 THE PROJECT METHOD

The principle of globality is well applied in the Pro-
ject Method. First of all, a focus of interest is establish-
ed — some problem to be solved or some subject to be
understood in all its bearings. This may be provided by
some local, national or international event, festival or
celebration. Or it may be suggested by the pupil's
environment, or by the teacher himself. In any case the
project will involve a hunt for information in books,
pamphlets, periodicals, newspapers and files of cuttings.
In this process various skills may be acquired and
knowledge of many related topics.

Let us take an example. Columbus's discovery of the
New World is always of interest to the young. The
teacher may raise the question : 'What difficulties did
Columbus meet ?' First of all the pupils must list the
sources of information. They begin with the lesson on
Columbus in their history book : it is now re-read *with
a purpose*. Then they search for supplementary materi-
al in the school library and the local public library;
they scan catalogues and bibliographies; they gather
reference books, biography, history, reprints of con-

temporary documents and back numbers of such perio-
dicals as the *National Geographical Magazine.* Some
pupils may find useful books at home and bring them
to the common pool. Then each undertakes to cull in-
formation from a certain number of sources.

Each brings his list of the difficulties of Columbus.
They are written up on the blackboard. Under the
guidance of the teacher, the group discusses and evalu-
ates each item. The printed sources are looked into
again for detail or verification until the final, considered
list stands clear. The search might be rounded off by
the staging of the mutiny on board Columbus's ship.
In this way all that had been incidentally discovered
about the costumes and manners of the time and about
the character of Columbus and his companions might
be vividly displayed. If time and resources allow the
production of a full-blown play, pupils who can write,
design costumes, act and criticize will all have their
chance. Somebody (the future electrical engineer) will
arrange the lighting of the scene. Some, at any rate,
will say that history is dull; but in this collaboration
each will learn to value and respect the special talent of
the other and the usefulness of the untalented.

In the hunt for information, pupils will have come
across many other facts of interest which, with the help
of books, they may like to pursue. And they will have
acquired skill in the use of books, in preparing a biblio-
graphy and in making notes, in sifting and assembling
collected data into a coherent well-focused whole.

It is clear that the sort of textbook round which the
old mass-teaching centred is hopelessly inadequate for
the Project Method. A wide variety of books is needed.
Geography requires well-illustrated periodicals, travel
books, relevant physics, biology and geology, and per-
haps films and lantern-slides. ·History demands por-

traits, biographies, epics and ballads, plays and fiction, original documents and even simple archaeological and epigraphical material. Literature asks wide provision for comparative and parallel reading. In short the New Education requires for its fulfilment a fully stocked and well-conducted library.

1322 PURPOSEFUL READING

It is clear that the old method of education often leads, both at school and afterwards, to superficial reading—to passive and often temporary absorption of facts or impressions instead of active pursuit and permanent enrichment. The New Education insists that correct reading habits cannot be fostered if the school library measures its services to pupils merely by the number of books it issues or the number of pages that are read. The habit of purposeful reading must develop in fullest organic relation to the other activities and experiences of the growing child.

13221 ANNUAL THESIS

To encourage purposeful reading, schools that cannot yet change over completely to the Project Method or any other full-fledged application of the New Education may well arrange for an annual thesis to be written by each pupil of the higher forms. The Madras Library Association has for several years offered a prize for the best thesis prepared by the pupils of a chosen school. Each pupil pursues his own small line of research on an assigned subject. The subject is chosen by the teacher and pupil together. They must consider (a) the suitability of the subject to the tastes and attainment of the pupil, (b) the printed and manuscript resources available and (c) local facilities for verifying and supplementing the information collected

from written sources. The thesis is to be given final form about six months after the end of the summer holidays. It must be accompanied by a diary showing, date by date, the books read, places visited, observations made and the help and advice received from others. The thesis should be written in a good hand in a quarto notebook. It should be in the form of a regular book, i.e. divided into chapters and provided with a contents list, index, illustrations, bibliography, cover design, etc. The notebooks thus produced show remarkable potentialities. This is well expressed by the cover-designs which suggest or symbolize the spirit of the theses. Those who cannot paint or draw contrive some kind of montage from printed cuttings and illustrations or from actual photographs or they handsomely acknowledge the help of artist friends.

One of the little books was called : *M. K. Gandhi— Idealist of India* (by a pupil of 15). Here is its bibliography :

1. *Heroes of the Hour*
2. *Gandhi's Life, Speeches and Writings*
3. *Gandhi, the Holy Man* by R. Fülöp-Miller
4. *Mahatma Gandhi at Work* by C. F. Andrews
5. *Dawn of Indian Freedom* by J. C. Winslow and Verrier Elwin
6. *The Story of my Experiments with Truth* by M. K. Gandhi
7. *M. K. Gandhi* (Leaders of Modern India series)
8. *India and the Simon Report* by C. F. Andrews
9. *Dawn in India* by Sir Francis Younghusband
10. *Indians Overseas* by Rajagopalan
11. *India's Political Crisis* by W. I. Hull
12. *Nationhood for India* by Lord Meston
13. *India's Nationalist Movement* by Lovet
14. *A Brief Survey of Indian History* by H. C.

15. *Inside India* by Halide Edib
16. *Controlling Minds of Asia* by Ali Shah Ikbal
17. *Who's Who in India*, 1938, p. 383

Another thesis by a pupil of seventeen dealt with *Tobacco and its evil effects*. The frontispiece showed a tobacco plant and there were many other illustrations — of the various stages in the cultivation, harvesting and curing, then of the manufacture of beedies, cheroots and snuff; maps, too, of the countries where tobacco is grown and cartoons to bring home its ill effects. Most of these pictures had been drawn and coloured by the pupil himself.

The chapters of another thesis, *The Conquest of the Air*, were:

    I. LEARNING TO FLY
    II. TYPES OF PLANES
    III. HOW AEROPLANES FLY
    IV. CONSTRUCTION OF PLANES
    V. BALLOONS AND AIRSHIPS
    VI. THE AUTOGIRO AND AIRCRAFT
    VII. ENGINES
    VIII. ENGINELESS PLANES
    IX. AIRWAYS
    X. USES
    XI. A FEW FAMOUS FLIGHTS

The last chapter in tabular form lists seven epoch-making flights, from that of a hot-air balloon to 1,000 feet in 1783 to the record altitude of 72,395 feet attained in 1935.

1323 IMPARTING A FERMENT

The least the New Education would urge is that work in the classroom should not be limited to the mere passing on of information but that the teacher should (to use Oliver Wendell Holmes's phrase)

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'impart a ferment'. Compulsion limits or counters the spontaneous urge for global experience; by the fear or opposition it arouses, it inhibits the creative impulse instead of stimulating it; it produces frustration and a sense of inferiority rather than self-confidence and success. And the motive of passing examinations, at best unworthy, at its worst leads to hypocrisy and trickery. The only true motive for acquiring knowledge (one might say, the essential qualification for education) is living interest.

The New Education holds that the test of successful teaching is not what the pupil does under the master's eye but the effect that the stimulus of lessons produces outside the classroom — what the pupil does for himself 'for love', out of enjoyment. Does he go eagerly to the library for another poem like the one the teacher read or does he say, 'No more English for me after this examination!'? Does he turn to supplementary books for more examples or does he shun mathematics as an impossible subject? It is these responses that the New Education would ask us to examine.

13231 ILLUSTRATIONS

Let us illustrate how interest aroused in the classroom should lead the pupil to pursue a subject for himself in the library. The teacher may mention that Mount Everest is the highest peak in the world and that no one has (for certain) reached the summit. He should refer to this in such a way that at least a few in the class feel curious to know why this is so, or (perhaps) why people climb mountains at all. They will look in the school library for accounts of Everest expeditions or books on mountaineering. Then if such books are not to be found there (though some, at least, ought to be), and if their interest is keen enough, they will look further afield.

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Other boys may have been interested, during the weekly history lesson, to hear of Sivaji; then during the library hour for some time afterwards we shall find them eagerly reading biographies and the Maratha history of the period.

So also with nature-study, physics, literature, and so on, till the pupils begin to feel themselves part of a great world of knowledge and experience, widespread in time and space, and full of wonderful possibilities for each one of them personally.

13232 MISCONCEPTIONS

It is often supposed that the library hour should be used only in connexion with language classes. This is a great mistake : every subject can and should be pursued in books beyond the classroom and should be so taught that this will naturally happen.

Another mistaken idea is that certain books decided upon beforehand by the headmaster, or even by the lay management, should be read in the library by the whole school as a sort of extra task. This ignores the whole purpose of the New Education.

The teacher's business is to fire his class with enthusiasm for his subject, which they will then pursue for pleasure in the library. The library must, therefore, have a wide range of books — encyclopedias, directories, dictionaries, atlases, bibliographies; informative books written with flair in story-form or in some other attractive way; illustrated monographs of many kinds; letters, diaries, biographies; books that show the relation between various subjects and where they meet and overlap; seminal books, less easy to define but most far-reaching of all, which touch and release what is deepest and most original in every sensitive young soul

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13233 CLASSROOM AND LIBRARY: OCCASIONS FOR CORRELATION

Lessons in the classroom may be linked with the school library in three ways : (a) through background study, (b) through parallel reading and (c) in 'follow-up work'.

Preparation for a lesson may require the looking up of certain facts or the reading of books or parts of books. If the teacher looks up everything himself and dictates it all as notes, a splendid opportunity is missed for getting pupils to enjoy independent investigation. But since pupils cannot know what is required for a future lesson, the teacher must, of course, tell them what to look for.

Certain lessons may warrant the prescription of parallel reading in the library. To awaken the appetite, the teacher himself may demonstrate its pleasure by reading aloud from interesting books in the class. He may even, occasionally, announce tests on the reading prescribed, but these tests themselves must be proposed under the sign of pleasure, by way of friendly competition, not as compulsion.

Other lessons may require for their completion further reading by pupils : they may have to go in detail for themselves into the authors or scientists whose works they have tasted with the teacher's aid. The New Education expects the teacher to know where to stop and what to withhold, so that pupils are left with a real urge to complete in the library what they have started in class : the rhythm of the lesson must carry forward into the library.

The more gifted pupils will enjoy 'follow-up work'; but the rest may need inducement and guidance. It is they who will benefit most from publicity in which the library exploits the appeal of the interesting, the novel

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and the recent. And for their sake the school librarian must know from the teacher beforehand what materials are likely to be of use in 'follow-up work' so that he may display them in carefully arranged topical sequence. Precisely how and how far class-lessons are to be correlated with library work depends upon the demands of each special case and must be left to the flair of the teacher. Everything suggested by the teacher for library work need not, of course, be done by every pupil. More should be prescribed than any single pupil can do, so that choice may be wide enough to satisfy diversity of taste and interest.

1324 LIBRARY DIARIES

Pupils so guided are likely to read widely, but they will lose much of the benefit of their reading if they are not trained to keep some record of it. The nature of the record will vary with different books. For this purpose we may divide books into three classes according as they are used for finding facts, for recreation or for inspiration. A pupil should maintain three corresponding diaries.

13241 THE DIARY OF FACTS

For use in connexion with reference and other informative books, a diary of the 'find-me-out' type is most suitable. It should be of pocket size with an alphabetical thumb-index down the side. Or, instead of letters, the thumb-index may be marked with ordinals to represent the various topics. Whenever the pupil finds a worthwhile fact he should turn to the appropriate page in his diary and enter there (a) the fact obtained; (b) the title and page number of the source; (c) the library in which the source was found; (d) the sources consulted before the fruitful one was arrived

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at, or the route followed and time taken; and (e) the date on which the fact was found. A 'find-me-out' diary of this kind will be of life-long service.

13242 THE DIARY OF RECREATIVE READING

In the ordinary quarto notebook a page may be allotted to each book read. It should give author, title and date of publication, the dates when the book was started and finished, and an estimate of the number of hours so spent. It may then note new words, phrases and turns of expression, for one has never done with learning a language. Next the diary may give a short summary of the book or, if it is an imaginative work, some account of the impression it produced, some appreciation or criticism of style and treatment, or of its leading *motif* or characters.

13243 THE DIARY OF INSPIRATION

Whenever a pupil reads an inspiring book it will be worth his while to copy into a diary the passages that most appeal to him. He should add an exact reference so that later on, if he wants, he may re-read and re-value them in their context. This diary will not, of course, be filled as quickly as the other two, but it is likely to survive long after they have been filled and outgrown. The diary so begun at school may develop into a rich lifetime's harvest. Its first schoolboy volume should, therefore, be a strong notebook elegantly bound.

1325 THE HUB OF THE SCHOOL

Whether the New Education establishes itself wholly, then, with Dalton Plan, Project Method and all, or only succeeds in adding correlative reading to the old curriculum, it looks to the school library for help. It should strengthen the library with greater resources

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both in books and staff. It will supplement the
restriction of the classroom with the freedom of the
library hour. Until the New Education is established
throughout the school, the library hour will be the one
occasion when individual attention and development
reign supreme. During this hour the pupil will set his
own pace; the individual questions, speculations and
curiosities which in the classroom go unperceived and
unsatisfied, here complete the lessons of the day and
build them into personality. The New Education will
so conduct classes that the whole curriculum radiates
into and is irradiated by the library. It will make the
library the hub of all school activities.

133 ESPRIT DE CORPS

The New Education overcomes another disadvantage
of the old way of teaching. The passivity of the class-
room offers no opportunity for pupils to share in and
enjoy each other's gifts and foibles. On the contrary,
it tends to favour an attitude of superiority, even of
indifference and contempt on the part of the more
gifted towards the less brilliant members of the class,
who are thus made to suffer for their inferiority.
During recent years sport has been used as a means of
correcting this. But the New Eduaation holds that the
development of *esprit de corps* need no longer be the
monopoly of the playing-field. Education through
global experience needs the leaven of teamwork. In the
nature of things, pupils are as varied in their capacities
on the playing-field as they are in the classroom, and
if team spirit can be fostered in physical matters in
spite of differences of aptitude, so it certainly can be
in mental matters too. The moral element in either
case is the same and need not be developed one-sidedly.
Dalton Plan and Project Method greatly favour *esprit*

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de corps; but when they have not yet been developed, the library hour at least is an opportunity for co-operative effort. Everything should be done to make openness, not secrecy, mutual help and not jealousy, the norm.

The background study referred to in section 13233 may very well be distributed among several pupils: the field may be covered on a co-operative basis. Then in the formal hour the information thus obtained may be assembled with the help of the teacher, each bringing his share to the completed edifice.

Such friendly co-operation will not only prevent narrowness of outlook and lack of tolerance among pupils, but will tend to develop unselfishness, plasticity, tact and a sense of proportion — an attitude towards others invaluable for the whole of life. The young citizen will have learned once for all that the varying capacities of men are as necessary for communal harmony as the different length and strength and placing of each finger is to the unity of the hand — the most perfect of all tools.

LIBRARY BUILDINGS

1401 SIZE

In describing the building of a school library, we shall work out details for a school of 500 pupils. The stack room will be designed on the basis of 24 volumes per capita or 12,000 volumes on the whole. By the time the stock reaches this figure, the operation of the Fifth Law of Library Science — A Library is a Growing Organism — will be on the lines of the growth of a full-blown adult; his growth consists of renewal of the constituent cells and tissues rather than of further increase in size. In other words, the number of volumes added in a year will roughly equal the number withdrawn on account of loss or damage or the volumes becoming obsolete. The fugitive resources and the extension resources also will by that time have reached their maximum. The number of pupils has been already assumed to be more or less constant in the neighbourhood of 500. Even here growth will consist only in the annual introduction of new blood — new admissions to fill up the places of those who leave the school. Further it will be assumed that only one unit class, usually about 40, will occupy the reading-room at any one moment. It goes without saying that there will be hardly any chance of further additions to staff.

1402 OPEN ACCESS

Another assumption made is that the school library will work on the open-access system. Except for pamphlets, worn-out books, books of poor physique and others marked 'special' for certain definite reasons,

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all the books will be kept on open shelves; i.e. the book racks will not be provided with doors, locks and keys. The pupils will be permitted to walk amidst the book racks; they will be allowed to handle any books they like; they will be free to take them to the reading-room without any restriction whatever. To give this freedom inside the library, the entrance and exit must be under the strictest control and watch. It should not be possible for any one to enter the library or leave it except by prescribed gates, which will be controlled by the library staff with the aid of mechanical devices which will let the doors be opened by a pupil only when the staff is satisfied that there is no unauthorized removal of library property. Similarly, all other openings in the external walls of the library, such as doors, windows and ventilators should be covered with shutters of wire-netting whose mesh is too small to allow the passage of a book.

Further, as crowds of children will frequently walk and stay between the book racks, browsing and hand-ling books, the cross gangways between racks should be at least four and a half feet in width.

1403 FLOOR LEVEL

As the books will have to be trolleyed from any part of the library to any other part, without transhipment, the entire floor of the library must be on one level without any obstructions whatever in the form of thresholds, etc. This is also desirable from the point of view of the pupils, some of whom will be very young and may trip over obstructions of such a nature.

1404 VENTILATION AND LIGHT

The windows should be so placed and so designed in size that the stack room and the reading-room get

plenty of natural light and do not need artificial light except at night. This provision also automatically secures free ventilation. In a tropical country, such as ours, it is unwise to depend on skylights. The sunlight, which we want, is inseparable from heat which will penetrate the library and directly affect both books and readers. In a short while readers are enervated, books are dried up and warped, and their lives shortened. The need to avoid direct sunlight and heat thus indicates the desirability for the length of the stack room to run from east to west, all its windows being on the north and south walls. The book racks should be placed across the stack room in parallel lines at right angles to the longer walls. Moreover, to reduce the chances of books being made wet by sudden rain-storms and to prevent the sun from directly falling on them, the free ends of the book racks should not be taken too close to the north and south walls. On the other hand, there should be gangways, at least two and a half feet wide, running all down the length of the stack room between the free ends of the book racks and the two lengthwise walls. No doubt it would save space if we had one single central gangway instead of two side gangways. But, in this case, avoidance of possible damage from rain and direct sun is more important than the saving of space.

1405 AESTHETICS

The school library should be beautiful, and everything possible should be done to produce an atmosphere of serenity, composure and loveliness. There should be wall space for pictures and space for flower vases; and provision should be made for hangings like curtains. Walls should be distemper-washed—those of the stack room in pearl-grey and those of the reading-

room in a soothing colour such as green. The floor must be smooth and without holes and crevices which accumulate dirt.

141 THE STACK ROOM

It is best to start giving details of the stack room with a description of the unit book rack. It consists of four bays—two on each face, the two faces being separated by a partition of expanded metal or weld-mesh. The bays are formed by three verticals, each $7' \times 1\frac{1}{2}' \times 2''$. Each bay can normally take five movable shelf planks, each $3' \times 8\frac{3}{4}'' \times 1''$, and two fixed ones—one 6" from the bottom and the other 6" from the top. Thus each of the four bays ordinarily have seven shelf planks and the unit rack contains twenty-eight planks. These provide 84 running feet of shelf space, and can house about 1,000 volumes. The over-all dimensions of the unit rack are $7' \times 1\frac{1}{2}' \times 6\frac{1}{2}'$. Remembering that the gangway in front of a unit rack is $4\frac{1}{2}'$ broad, every 1,000 volumes require 39 square feet of floor space or, in round figures, 1 square foot of stack room corresponds to 25 volumes. 12,000 volumes require 12 unit racks, which in their turn will require 500 square feet exclusive of the gangways along the longer walls. If we take the gangways into consideration, 1 square foot corresponds to 15 volumes and 12,000 volumes require 800 square feet. One simple way of getting this area is to make the stack room $78' \times 11'$; another is to make it $42' \times 18'$.

142 THE READING-ROOM

Each pupil should have 12 square feet of floor area, including table space, space for chair and gangway behind the chair. A floor area of 480 square feet is required for seating a class of about 40 in the reading-

room. Reference books, which are best kept in the reading-room itself, require two unit book racks. If they are arranged parallel, they will require about 100 square feet, including the gangways in front of them and the gangway between their ends and the wall. Newspaper easels and free moving space in front of the counter will occupy about 400 square feet. The central gangway running down the centre of the whole length of the reading-room will occupy 120 square feet. Thus the gross floor area of a reading-room for 40 pupils is 1,100 square feet. This means, in round figures, 27 square feet per pupil. This is best got by having a room $64\frac{1}{2}' \times 18'$, the length running from east to west.

143 THE COUNTER

The counter or staff enclosure should have an area of about 100 square feet. This is secured by making it run 11 feet east to west and 9 feet north to south. This enclosure may be reserved inside the entrance lobby which should be $18' \times 17'$ projecting out from about the centre of one of the east to west walls of the reading-room. This will give 3 feet of passage for exit and entrance on either side of the counter. It may be an advantage, from the point of view of supervision, to make the counter project 2 feet inside the reading-room with the result that the counter encroaches on the entrance lobby only to the extent of 7 feet (see plans on pp. 35 and 36). Thus $11' \times 17'$ or about 190 square feet of free space will be available in the entrance lobby for show-cases and free movement.

144 THE LAY-OUT

There are three ways of arranging the lay-out of the library as a whole :

1. Single-room arrangement.

2. End-on arrangement.
3. Side-on arrangement.

The accompanying diagrams of these arrangements show external dimensions, allowing for the thickness of walls.
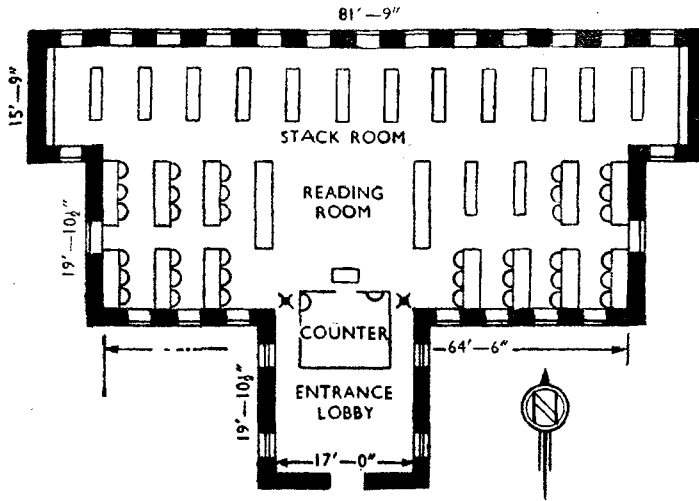
SINGLE-ROOM ARRANGEMENT
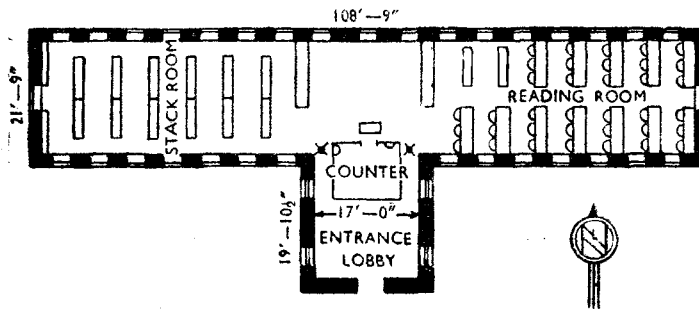
END-ON ARRANGEMENT
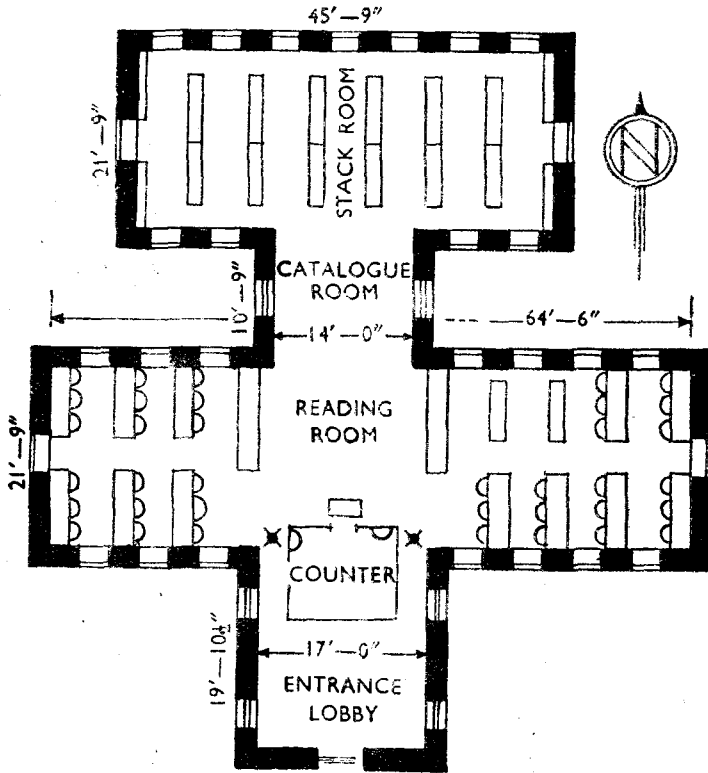
SIDE-ON ARRANGEMENT

145 CATALOGUE ROOM

In the end-on and side-on arrangements the passage connecting the reading-room and the stack room may also be used as the catalogue room. In the single-room arrangement the catalogue cabinet may be kept in a convenient part of the free area in front of the counter.

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146 WINDOWS

Every cross-gangway of the stack room should have a window at each end. Each window may be 3′ × 5′, the window-sill being 2½′ from the ground. It will be an advantage to make window-sills of wood so that they may be used as temporary tables for books. In addition to the weld-mesh shutters, which should be fixed on the outside of the wall, there should also be a pair of glass windows hinged to the sides of the window-frames and folding inwards. The windows of the reading-room may be similar in design and spacing. The entrance lobby also should have two windows on each side wall.

147 PUBLIC LIBRARY

If a first floor is added to provide a lecture room, the building described above will be quite suitable as a public library in a small municipal town. The addition of another tier to the stack room will double the shelving capacity and the library will then house nearly 24,000 volumes.

SCHOOL LIBRARY FINANCE

We have next to deal with finance. We may refer at once to an undesirable practice that has crept into some schools : the library fee collected from pupils is amalgamated with the general funds of the school and used to meet other items of expenditure; it is not always that the library gets back the full amount. A reform that is needed is that library fees should be kept separately and only spent on enriching the library. There is a precedent for this in the way in which the sports fund is administered.

Further, to be in keeping with the general financial traditions of our educational institutions, the library fund of each school should be credited not only with (a) the entire library fee collected from pupils; but also with (b) a contribution from the management equal to (a); and (c) a contribution from the Government equal to the sum of (a) and (b). To this fund should also be added any other gift that may at any time be received specifically for the library.

Apart from this reform, a minimum standard of expenditure per head should be fixed after proper investigation and revised from time to time to meet changing conditions. The American standard is to spend about Rs. 3 per pupil per year on the purchase of books. It is also gathered that 'about 1.6% of the total amount paid for salaries in high schools goes to the library salaries'.

Further, the Government should meet the cost of modernized buildings and the initial equipment of fittings and books on as generous a scale as when laboratories had to be added to schools.

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CHAPTER 16

THE TRINITY OF
READERS, BOOKS AND STAFF

160 ANALOGY OF THE ELECTRO-MAGNET

The anachronistic idea is still alive that a library is an institution charged with the care of a collection of books; for the public, in fact, a library is simply a collection of books. Yet the term 'library' no more applies to a mere collection of books than it does to a mere group of readers or to a mere assembly of staff. A collection of books becomes a library when, and only when, a staff help readers to find and use the books.

An electro-magnet is a bar of soft iron surrounded by a coil of wire through which electricity is passing. The precise properties of the electro-magnet do not lie in the iron, in the wire or in the electricity taken separately. They come into existence—the electro-magnet itself exists—only when current passes through the wire about the core. So it is with a library: it comes into existence only when readers, books and staff function together.

161 ATTRACTING READERS

Of this trinity we shall first consider readers, since it is for their benefit that a library exists. They must be attracted by every legitimate method of publicity.

1611 THE APPEAL OF RECENCY

To exploit the principle of recency, the library must do all it can to bring recent additions to the notice of potential readers. A school library may put up a list of recent additions on the notice-board, or have it

announced in the classes or publish it with annotations
in the school magazine, or (best of all) all of these to-
gether. A public library should publish the list in the
local papers. The books themselves should be dis-
played as attractively as possible. The display should
be the first thing to meet the eye of the reader as he
enters. A business library[1] should promptly circulate
recent additions to probable readers and publish a
periodical bulletin of abstracts and annotations.

1612 THE APPEAL OF NOVELTY

The appeal of change and novelty may be exploited
by bringing to light, from time to time, rare, unusual
or long-neglected books. They may be displayed on a
special table in a prominent place with an arresting
placard — perhaps 'Don't read these books' ! Everything
must be done to stimulate interest in them. For
travelling rural libraries, the van itself may be made a
means of publicity : it should be equipped with pictures
and charts, a gramophone, and a magic-lantern with
slides, or a projector with reels of films. It may even
have a wireless set and a loud-speaker. The library
should be second to none in pressing into service
every method of publicity that is developed.

1613 OTHER METHODS OF PUBLICITY

A library should adopt every possible means of
stimulating the interest of its clientele. A school
library should strive to harness the interest aroused in
the classroom and even aggressively place before
pupils relevant books before that interest wanes.
Interest naturally aroused by local, national or inter-
national events, festivals and celebrations, should also
be turned to account, and the same applies to the

1 See Chapter 34.

public library. Story-hours in school libraries and library-talks in public libraries—by experts who have influence over the public and a flair for this kind of address—should be regular events. Periodical exhibitions should also be arranged, or stalls arranged at popular exhibitions. Celebrations like 'Book Weeks' and 'Library Weeks' may be held on a nation-wide scale.

1614 KEEPING READERS

To keep readers is no less important than to attract them. Unsympathetic, careless, desultory or slow service may scare them away. If they are to find pleasure in constant visits to the library, sympathetic, exact, steady and prompt service is essential. To render it, the librarian must have a thorough knowledge both of books and of readers. On the side of books he should have an intimate knowledge of such obscuring factors as oblique titles or unusually comprehensive ones. He should be familiar with varying styles and standards in every field. He should be a connoisseur in distinguishing from ordinary books, inspiring books, books written with flair and those that relate different subjects (orientation books). As for readers, he must be able to put them at ease at once so that they may ask for their exact requirements without obliqueness or reserve.

162 SELECTING BOOKS

Turning to books, the second member of the trinity : the first principle that should guide book-selection is conformity with the interests and requirements of the readers to be served. The different standards and varying ranges of books appropriate to different kinds of libraries will be discussed in Part III, 'The National Library System'.

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PART I: LIBRARIES AND EDUCATION
1621 A DIFFICULTY IN INDIA

One of the chief obstacles to the successful function-
ing of libraries in India at present is the woeful lack of
books in the languages of the people. Ancient and
medieval classics are no doubt translated or reprinted
from time to time; but most of them deal with religion
and philosophy and certainly belong to an older epoch
of culture. Except, to some extent, for the books in
Urdu published by the Osmania University, there is
no adequate literature in Indian languages on modern
sciences including sociology. Current thought, in fact,
is left severely alone. This factor unfortunately tends
to reduce any talk of the library as a means of self-
education to an academic exercise if not to a mere
mockery. There is, in particular, a dearth of reference
books of all kinds — encyclopedias, year books, direc-
tories, and so on.

1622 THE SOLUTION

To overcome this difficulty one must begin at the
opposite end by working for the production and
distribution of books. Most publishers nowadays
confine themselves almost exclusively to producing
school textbooks. Their shyness in entering other
fields is no doubt due to the fact that there is so little
demand for anything else — nothing to attract enter-
prise. A situation like this calls for State action.
When a similar situation prevailed in India about a
century ago in regard to textbooks themselves, the
State cut the vicious circle of supply and demand, and
withdrew as soon as private publishers found it profit-
able to enter the field. While the business side should
thus be shared by the State and the book trade,
authors must no doubt be looked for chiefly among
teachers. The State, the book trade and the teaching

profession, then, should for each of the major Indian languages co-operate and work out a well-designed plan to cover the entire spectrum of knowledge with books of varying standards to meet the needs of adult self-education.

1623 FUGITIVE RESOURCES

In most kinds of libraries, books must be supplemented by other materials, some of them fugitive. These are of many kinds, but chiefly pamphlets, folders, plans, pictures, posters, maps, prints and cuttings. Their acquisition may be dependent less on the library funds than on the enterprise of the librarian. Government departments, museums, botanical gardens, transport companies and industrial concerns often have material of this kind for free distribution. Even the smallest and the most poverty-stricken library, therefore, can have a well-assembled file of fugitive resources : it costs next to nothing but is an invaluable source of information and recreation. In business libraries such materials may even be more valuable than books, for it is often these alone that supply the constituents with the most recent information. In school libraries fugitive resources can do much to make teaching vivid and realistic. Pupils may even be encouraged to make scrap-books from such sources to illustrate themes in hand.

16231 FUGITIVE MATERIAL MUST BE KEPT UP TO DATE

If the librarian is enterprising, this difficulty with fugitive materials will arise, not from their scarcity, but from their superabundance : fresh material will be constantly coming in. The files must therefore be weeded out periodically so that old material may give place to new. There is no need for catalogues or even

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lists of such resources. They are best distributed in a classified order in manila folders, the folders themselves being filed in classified order in cabinets of drawers.

1624 EXTENSION RESOURCES

It is a well-known principle of organization that in order to make itself as attractive and efficient as possible, an institution with a specific service in view should spread its activities a little beyond that minimum aim. In accordance with this principle a public library may arrange for lectures and it should provide for this purpose a lecture-room furnished with epidioscope, cinema-projector, microphone, loudspeaker, and so on. A classified index of all the pictures in the books in the library will be of great help in feeding the epidioscope.

16241 CO-OPERATION WITH OTHER BODIES

It is not uncommon for public libraries to invite local organizations—like the Teachers' Guild, Workmen's Association, the Photographic Society—to hold their meetings in the library. For example, in addition to twenty-one societies which meet at its several branches, the Central Library at Croydon gave accommodation during 1937-8 for meetings and lectures of :

    The Croydon Foreign Language Club
    The Society of Corresponding Members of the
        Royal School of Music
    The Women's International League
    The Croydon Natural History and Scientific
        Society
    The Croydon Branch of the Geographical
        Association

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The Croydon District Scottish Association
10 University Extension lectures.

An additional possibility in India would be for
kalakshepams, kathakalis and other indigenous cul-
tural activities to be conducted in the library.

16242 NIGHT SCHOOLS

In the present condition of India, where there is still
so much illiteracy, a most valuable extension activity
which a library of any kind should develop is the
running of night schools for adults, with the help of
honorary workers. The example of Russia shows the
enormous potentiality of such extension activities.
Tsarist Russia was a country of exceptional cultural
backwardness : 68% of the population was illiterate.
By the end of the First Five-Year Plan illiteracy had
been reduced to less than 10%. At the end of the
Second Five-Year Plan the population of the Lower
Volga Region and those in and about Leningrad and
Moscow had virtually achieved universal literacy. The
clubs for the Liquidation of Illiteracy attached to
reading-huts were responsible in no small degree for
this remarkable success.

163 STAFF

To select books of the right sort, to classify,
catalogue and care for them efficiently, to attract and
retain readers in ever-increasing numbers so that
perpetual self-education through books may become
normal for the whole community, a special library
staff is indispensable. It is not enough that its
members should have general academic qualifications :
they need, as well, a good grounding in the technique
of librarianship and an effective grasp of psychology
and the principles of education. Arnold Bennett

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very pertinently remarked that if libraries 'spent less on books and more on an educated staff far better results would be obtained'.. The staff of a business library should have, in addition, an intimate acquaintance with the methods and the literature of the particular business to which it is attached, be it the manufacture of an article or the promotion of commerce or banking.

PART II: LIBRARY PRACTICE

CLASSIFICATION

210 INTRODUCTION

Books in a library can be used to the maximum possible extent only if they are arranged on the shelves in a classified order according to their subject-matter. That is because in the majority of cases it is the subject-approach to books that recurs. A reader usually wants some book or all the books on a specific topic. His wants can be satisfied without loss of time and without undue strain on the memory of the staff if, and only if, all the books on the required topic are kept together on the shelf and the position of this topic among thousands of others is the most filiatory one. Moreover, the task of finding this position when the books have to be reshelved should not involve studying the book again in order to determine its filiatory place *ab initio*, but should be rendered mechanical. To secure this result, books in a library are classified by a scheme of classification which is fitted with a notation, which expresses the subject-matter of a book in terms of ordinal numbers—class numbers as they are called—according to a well-tried standard schedule. In effect, class numbers constitute an artificial language designed to secure filiatory order among topics and to mechanize their arrangement.

2101 COLON CLASSIFICATION

The scheme of classification called Colon Classification will be explained here. The class number of a topic according to this scheme may be called its 'Colon

number' or the 'Colon translation' of its name. The
Colon numbers together constitute the 'Colon language'.
The schedule given in section 212 forms a concise
dictionary, as it were, with which the Colon numbers
of subjects which most frequently figure in school and
public libraries can be readily found. To deal with
subjects not found in that schedule one should use the
original book *Colon Classification* and be guided in
practical application by the companion volume *Library
Classification: Fundamentals and Procedure*. The latter
book gives 1,008 graded examples and exercises and
illustrates also the application of another scheme called
Decimal Classification.

2102 THE PRIMARY SYMBOLS

The primary symbols used in the Colon Classifica-
tion are the following as they would stand if arranged
in the ascending order of their absolute magnitude
fixed by the scheme :

*a, b, c, d, e, f, g, h, j, k, l, m, n, p, q, r, s, t, u, v,
w, x, y, z,* o, :, —, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C,
D, E, F, G, H, I, J, K, L, M, $\triangle$, N, O, P, Q, R, S,
T, U, V, W, X, Y, Z.

Just as any idea can be expressed in the English
language by words formed with the 52 letters of its
alphabet, the Colon translation of the name of any
subject can be effected by class numbers formed with
the above 63 primary symbols.

The place values of the symbols in a class number
are as in decimal fractions. For example, 237 will
come between 23 and 24; V1 :3 will come before V1 −3 ;
and V2 :2 :M9 will come before V2 :2 :N3. In other
words, a decimal point must be taken as understood at
the very beginning of every class number.

CLASSIFICATION

211 MAIN CLASSES

The way in which the name of a subject is translated into its Colon number will now be briefly explained. Incidentally it will also show the part played by the symbol ' : ' and the reason why the scheme is called Colon Classification.

The following schedule gives the main classes into which the whole field of knowledge is first divided :

1 to 9 Generalia   △ Spiritual experience and mysticism

Sciences		*Humanities*
A	Science (General)	N	Fine Arts
B	Mathematics	O	Literature
C	Physics ·	P	Linguistics
D	Engineering	Q	Religion
E	Chemistry	R	Philosophy
F	Technology	S	Psychology
G	Natural Science (General) & Biology	T	Education
		U	Geography
H	Geology	V	History
I	Botany	W	Political Science
J	Agriculture	X	Economics
K	Zoology	Y	(Other) social sciences
L	Medicine		including sociology
M	(Other) applications of sciences, Useful arts	Z	Law

2111 THE FIRST STEP

The first step in classification is to determine the main class of knowledge to which the subject-matter of the book belongs. The symbol of the main class determined is the first digit of the class number; it is taken from the schedule given above. Here are three groups of examples :

PART II: LIBRARY PRACTICE

Group 1

11. Medicine
12. Human anatomy
13. Human physiology
14. Digestive system
15. Anatomy of the digestive system
16. Physiology of the digestive system
17. Intestines
18. Anatomy of the intestines
19. Physiology of the intestines

Group 2

21. Education
22. Educational organization
23. Educational measurement
24. Marking
25. University education
26. University organization
27. Measurement in university education
28. Marking in university examinations
29. Marking in honours examinations

Group 3

31. Political history of the British Empire to the end of the nineteenth century
32. Political history of India to the end of the nineteenth century
33. Constitutional history of India to the end of the nineteenth century
34. Constitutional history of India to the beginning of the second world war
35. History of the Indian legislature to the beginning of the second world war
36. History of the Indian lower house to the beginning of the second world war

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37. History of the Madras legislature to the beginning of the second world war
38. History of the Madras lower house to the beginning of the second world war
39. History of the district board of Tanjore to the beginning of the second world war

It is easily seen that the subjects of Group 1 belong to the main class 'Medicine' and have 'L' as the first digit of their class number. If classification stopped here, we should find all the books on the diverse subjects occurring in Group 1 bearing the same class number and getting mixed together on the library shelves. The main class 'Medicine' is therefore divided further. In fact it is said that a book on Medicine may present two 'facets'—Organ and Problem facets. The medicine schedule of the *Colon Classification* is accordingly headed by the formula of facets reading :

$$L (O) : (P)$$

which may be explained as

$$L (Organ) : (Problem)$$

2112 THE SECOND STEP

The next step in classification is to replace these general terms by the particular terms warranted by the name of the subject classified. Let us take subject 19 in Group 1. In its case the formula will become

$$L (Intestines) : (Physiology)$$

It is usual to speak of 'Intestines' as the focus in the organ facet and of 'Physiology' as the focus in the problem facet.

2113 THE FINAL STEP

The final step is to translate these terms into numbers with the aid of the organ and problem schedules given in the chapter on medicine in the second part of the *Colon Classification*. We thus get for the class number : L25 :3.

PART II: LIBRARY PRACTICE

Subject 16 in Group 1 gives successively, L (Digestive system) : (Physiology) and $L_2 : 3$. Subject 19 is said to have a sharper focus in the organ facet than subject 16.

Subject 13 in Group 1 gives successively, L (Vacant) : (Physiology) and L : 3. This subject is said to have no focus in the organ facet; the three subjects 13, 16 and 19, all have foci of similar sharpness in their problem facets.

Subject 11 has both its facets vacant and its class number is therefore merely L.

The formula of facets for Education is T(E):(P) That is T (Educand) : (Problem)

The formula of facets for history is V(G) : (P) :(C). That is V (Geographical area) : (Problem) : (Chronological division)

With these formulæ, and with the help of the schedules concerned, the numbers of the twenty-seven subjects given above can be constructed as follows:

11. L	21. T	31. $V_1 - 3 : 1 : M_9$
12. L : 2	22. T : 4	32. $V_2 : 1 : M_9$
13. L : 3	23. T : 47	33. $V_2 : 2 : M_9$
14. L2	24. T : 475	34. $V_2 : 2 : N_3$
15. L2 : 2	25. T4	35. $V_2 : 23LN_3$
16. L2 : 3	26. T4 : 4	36. $V_2 : 231 : N_3$
17. L25	27. T4 : 47	37. $V_{21} : 23 : N_3$
18. L25 : 2	28. T4 : 475	38. $V_{21} : 231 : N_3$
19. L25 : 3	29. T43 : 475	39. $V_{2114} : 23 : N_3$

2114 THE FUNCTION OF THE COLON SYMBOL

The role of the symbol ' : ' can now be seen to be that of showing change of facet in class numbers. From another angle it can also be seen to be the connecting symbol between the different facets in a class number.

CLASSIFICATION

The Colon Classification does not give ready-made class numbers for composite subjects like those mentioned above. It gives only the schedule of fundamental concepts, such as the organs in medicine, the geographical divisions, the chronological divisions, the problem divisions appropriate to each main class, and so on. These schedules correspond to the standard pieces in a Meccano apparatus. It is known how by combining these standard pieces in different ways, many different objects can be constructed. So also, by combining the classes in the different schedules of fundamental concepts in assigned combinations and permutations, the class numbers of all possible topics can be constructed. In this scheme, the function of the symbol ' : ' is like that of nuts and bolts in Meccano. The capacity of the scheme to provide a unique class number for any subject, already existing or yet to be evolved, is to a large extent due to the role of the ' : '. That is why the scheme itself is called the Colon Classification.

In view of the fact that few of our libraries are now manned by trained librarians who can construct all the class numbers for themselves, a schedule of ready-made class numbers for select subjects is given in section 212.

212 SELECT SCHEDULE OF READY-MADE CLASS NUMBERS

·	GENERALIA	2 :51	Children's library
1	**Bibliography**	24	Administration
14	Bibliography of	251	Classification
	printed books	255	Cataloguing
2	**Library science**	26	Circulation work
2 :3	Academic library	27	Reference work
2 :31	School library	3	Encyclopedias
2 :32	College library	5	Periodicals

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63	Exhibitions	8	Yearbooks
64	Museums	9	Works, essays
7	Biographies		

A SCIENCE (GENERAL)

B	MATHEMATICS	B6:6	Pure
B11	Arithmetic	B6:7	Projective
B111	Numeration	B6:B1	Mensuration
B112	Notation	B62	Plane
B113	Operations	B621	Points and
B114	Approximations		straight lines
B115	Fractions	B622	Conics
B1151	Vulgar	B63	Solid
B1152	Decimal	**B7**	**Mechanics**
B21	**Algebra**	B71	Solids
B213	Operations and	B71:2	Dynamics
	laws	B71:3	Statics
B215	Ratio and pro-	B75	Liquids
	portion	B75:15	Archimedes
B216	Progression		principle
B217	Permutations &	B75:2	Hydrodynamics
	combinations	B75:3	Hydrostatics
B23	Equations	**B9**	**Astronomy**
B231	Simple	B9:1	Chronology
B232	Quadratic	B9:17	Calendars
B3	**Analysis**	B9:18	Eras
B32	Calculus	B9:57	Eclipses
B321	Differential	B9:8	Cosmogony
B325	Integral	B91	Earth
B44	Graphs	B92	Moon
B491	Calculations	B93	Sun
B5	Trigonometry	B94	Planets
B52	Plane	B95	Meteors and
B6	**Geometry**		comets
B6:2	Analytical	B96	Stars

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	C PHYSICS	C7	Magnetism
Cy8	Practical physics	C8No5	Relativity
C1	Fundamentals		(general)
C13	Matter		
C14	Energy	D	ENGINEERING
C15	Space	D1	Building
C152	Areas	D2	Irrigation
C153	Volumes	D3	Mining
		D4	Transport (track)
C2	Properties of	D411	Highways
	matter	D415	Railroads
C2 : 1	Density	D42 : 8	Harbours
C2 : 5	Elasticity		
C21	Solids	D5	Transport
C216	Crystals		(vehicles)
C25	Liquids	D513	Motors
C25 : 61	Capillarity	D515	Railway carriages
C25 : 62	Surface tension	D525	Ships
C25 : 63	Viscosity	D5254	Submarines
C28 : 76	Vacuum	D53	Air vehicles
		D531	Dirigibles
C3	Sound	D535	Aeroplanes
C3 : 11	Velocity		
		D6	Mechanical
C4	Heat		engineering
C4 : 2	Thermometry	D6 : 6	Machinery
C4 : 81	Calorimetry	D64	Heat engines
C4 : 33	Specific heat	D641	Steam engines
C4 : 4	Expansion	D646	Internal combus-
C4 : 5	Change of state		tion engines
C5	Light	D66	Electrical engi-
C5 : 3	Spectroscopy		neering
C6	Electricity	D665	Weak current
C62	Current	D665 : 47	Telegraphy
C63	Statical	D665 : 48	Telephone

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D666	Wireless, high frequency	F548	Beer
		F55	Fuel
D666:485	Broadcasting	F551	Coal
		F555	Petroleum
E	CHEMISTRY	F5552	Petrol
E1	General chemistry	F5591	Matches
E1:1	Inorganic	F5594	Explosives
E1:191	Metals	F56	Drugs
E1:195	Non-metals	F573	Artificial silk
E1:3	Acids	F58	Dyes
E1:4	Salts	F5895	Paints
E1:5	Organic	F594	Poisons
E11	Preparation	F9491	Candles
E14	Atomic weight, molecular weight	F9496	Soaps
E17	Periodic system	**G NATURAL SCIENCE (GENERAL)**	
		BIOLOGY	
E2	**Physical chemistry**	G:19	Microscopy
		G1	Life
E22	Solutions	G:6	Genetics
E235	Colloids	G:61	Heredity
E3	**Analytical chemistry**	G:66	Evolution
		G:7	Growth
E33	Qualitative	**H GEOLOGY**	
E34	Quantitative	Hu2	Geology of India
E35	Volumetric	(Similarly for other countries)	
F	TECHNOLOGY	H1	Minerology
F182	Steel, iron	H19	Precious stones
F191	Metallurgy	H2	Petrology, rocks
F4416	Enamels	H4	Physiography
F527	Celluloid	H411	Volcanoes
F53	Food	H4132	Earthquakes
F54	Alcohol	H421	Glaciology
F547	Wines	H5	Stratigraphy

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H6	Paleontology, fossils	J1	Gardening
		J251	Grass
H7	Economic geology	J341	Sugar cane
H8	Age of earth	J37	Fruits
		J371	Apples

I BOTANY

I23	Fungi	J372	Oranges
I5	Flowering plants	J374	Plantains
		J376	Grapes
I5 : 12 : 2	Indian plants	J377	Mangoes
I5 : 12 : 21	Madras plants	J38	Cereals and grains
I5 : 12 : 24	Himalayan plants	J381	Rice

(i) For plants of other regions replace the number after the last colon by the appropriate geographical number taken from the *geographical schedule.*

J382	Wheat
J411	Toddy
J451	Tea
J452	Tobacco
J481	Coffee
J718	Rubber trees

(ii) If a book gives not a technical treatment but a popular description replace '12' by '13'.

J741	Jute
J743	Flax
J771	Cotton
J961	Roses

(iii) If a book gives merely pictures, replace '12' by '14'.

J981	Groundnuts
J982	Coconuts
J988	Soya beans

(iv) If a book gives merely lists, replace '12' by '18'.

JA		Forestry
JAE1		Eucalyptus
JAT1		Teak

J AGRICULTURE

J : 1	Soil		
J : 2	Manure		**K ZOOLOGY**
J : 3	Propagation	K : 12	Natural history
J : 4	Diseases	K1	Invertebrates
J : 5	Crop development	K7	Molluscs
		K86	Insects
J' : 7	Produce	K86:13:2	Indian insects
		K9 ·	Vertebrates

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K92   Fishes
K94   Reptiles
K96   Birds
K96:13:2 Indian birds

(i) For animals, birds, etc. of other regions replace the number after the last colon by the appropriate geo-graphical number taken from the geographical schedule.

(ii) See also similar remarks under Botany and adopt them.

K97   Mammals
K97:13:2 Indian mammals
L MEDICINE, HUMAN BODY
L :2   Anatomy
L :3   Physiology
L :4   **Diseases**
L :4 :1   Nursing
L :4 :2   Etiology
L :4 :5   Prevention
L :4 :6   Therapeutics
L :4 :7   Surgery
L :4 :8   Diet regulation
L :4 :91   After care
L :4 :97   First aid
L : 57   **Personal hygiene**
L :571   Residence
L :5712   Water supply
L :5713   Ventilation
L :5715   Lighting
L :5718   Drainage

L :572   Exercise
L :573   Food
L :5736   Fasting
L :574   Intoxicants, stimulants
L :575   Bathing cleanliness
L :576   Regulation of habits
L :577   Clothing
L :578   Sleep
L183   Ears
L185   Eyes
L2   Digestive system
L21   Mouth
L214   Teeth
L22   Throat
L25:4251   Cholera
L25:4372   Hookworm
L25:451   Constipation
L25:474   Dysentery
L293:46   Diabetes
L35:4261   Malaria
L35:4261:   Malarial
  2:G   mosquitoes
L7   Nervous system
L71   Brain
L72   Spinal cord
L82   Bones
L82:463   Rickets
L87   Skin
L881   Hair
L883   Nails
L91   **Child medicine**
L98   Tropical medicine

LA	Ayurvedic system	MD53	Aviation
LB	Siddha system	MJ7	Rope making
LC	Unani system	MK	Animal husband-
LL	Homeopathy		ry and veteri-
LM	Naturopathy		nary science
		MK142	Aquarium fishes
M USEFUL ARTS		MK2	Cattle
M1	**Book production**	MK31	Milk-giving
M13	Paper-making		animals
M14	Printing	MK311	Cows
M144	Book-illustrations	MK31:71	Milk
M148	**Typewriting**	MK31:73	Butter
M15	Bookbinding	MK31:75	Buttermilk
M16	Publishing	MK31:78	Cheese
M195	Indexing	MK332	Fish
M2	Journalism	MK4	Draft animals
M3	Domestic science	MK442	Horses
M31	Cooking	MK446	Camels
M32	Serving	MK447	Elephants
M4	Smithy	MK448	Reindeer
M5	Carpentry	MK54	Pet animals
M7	Textiles	MK541	Dogs
M7:2	Spinning	MK542	Cats
M7:7	Weaving	MK546	Parrots
M71	Cotton	MK611	Bees
M72	Wool	MK711	Silkworms
M73	Silk	MK783	Sheep
M75	Other fabrics	MMY35	Toymaking
M78	Metal fabrics		
M92	Masonry	**MP**	**Shorthand**
M93	Cardboard and	MP:18:4	Phrase books
	paper modelling	MP:18:	Shipping phrase
M95	Photography	40X425	books
MD5133	Motor driving	MP:18:	Banking phrase
MD525	Navigation	40X6	books

MP:18: 40X4	Railway phrase books	MY2142	Baseball
MP:18: 40Z	Legal phrase books	MY2143	Hockey
MP:18:6	Speech books	MY2144	Croquet
MV4	Science of war	MY2145	Golf
MV41	Military science	MY2146	Polo

MY22 Competitive sports

MV45	Naval science	MY221	Tug of war
MV48	Air warfare	MY222	Throwing games
MX411	Traffic regulation on roads	MY223	Stilt walking
		MY224	Jumping

MY Physical exercise, sports, games

		MY225	Running
		MY226	Cycling

MY1 Physical training

		MY227	Motoring
MY11	Callisthenics	MY23	Children's games
MY12	Heavy exercises	MY24	Fighting sports
MY121	Indian clubs	MY241	Boxing
MY122	Dumb-bells	MY242	Fencing
MY123	Pulley weights	MY243	Archery
MY13	Gymnastics	MY244	Shooting
		MY245	Wrestling

MY2 Athletics   **MY25** Aquatic sports

MY21	Ball games	MY251	Swimming
MY211	Thrown by hand	MY252	Boating
MY2115	Basket ball	MY254	Skating
MY2116	Volley ball	MY256	Water polo
MY212	Driven by foot	MY28	Air sports
MY2121	Football	MY284	Aviation
MY2122	Rugby		

MY3 *Indoor games*

MY213	Thrown with rackets	MY31	Cards
MY2131	Tennis	MY3P	Crosswords
MY2132	Badminton	MY4	Jugglery
MY214	Driven by bats	MY5	Animal racing
MY2141	Cricket	MY6	Hunting

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MY65	Fishing	△ :87	Magic and witch-
MY7	Scouting		craft
MY71	Cubs	△2	Hindu yoga
MY72	Scouts	△73	Sufism
MY73	Rovers		N FINE ARTS
MY75	Girl guides	N1	Architecture
MY7 : 1	Scout craft	N2	Sculpture
MY7 :3	Training,	N3	Engraving
	master	N4	Graphic art,
MY7 :33	Knots		drawing and
MY7 :36	Patrol system		design
MY7 :37	Tests	N5	Painting
MY7 :4	Tracking	N7	Dance
MY7 :44	Signalling	N8	Music
MY7 :8	Camping	N8 :22	Flute
MY71 : 1	Cub master, etc.	N8 :291	Harmonium
	similarly for	N8 :31	Vina
	scouts, rovers	N8 :32	Violin
	and girl guides	N8 :34	Piano
MY8	Club life	N82	Indian music
MY97	Other hobbies	N821	South Indian
MY974	Picture collection		music
MY974 X46	Stamp collection	N825	North Indian music
		N85	European music
△ SPIRITUAL EXPERIENCE AND MYSTICISM		N95	Elocution
		N95:7:9	Pieces for
△ :34	Breath control		elocution
△ :8	Occultism		
△ :86	Prophesy		O LITERATURE
△ :862	Physiognomy		To give the often-used
△ :8627	Palmistry		ready-made class numbers of
△ :8628	Phrenology		Literature would swell this
△ :864	Astrology		book disproportionately.
△ :8692	Omens		Hence· it is desirable that

works on Literature should
be classified with the aid of
the original book *Colon
Classification* — with the
schedules and the rules
given therein. However, a
few ready-made class num-
bers for English literature,
Sanskrit literature and
Tamil literature are given
by way of illustration.

O:*v*	History of English literature
O:1	**English poetry**
O:1H40	Chaucer
O:1H40:25	*Canterbury Tales*
O:1I65	Malory
O:1J52	Spenser
O:1J52:13	*Faerie Queene*
O:1K08	Milton
O:1K08:58	*Paradise Lost*
O:1K08:63	*Paradise Regained*
O:1K79	Parnell
O:1K79:2	*Hermit*
O:1K88	Pope
O:1L16	Gray
O:1L16:3	*Elegy*
O:1L28	Goldsmith
O:1L28:21	*Deserted Village*
O:1L33	Cowper
O:1L59	Burns

O:1L70	Wordsworth
O:1L88	Byron
O:1L88:4	*Childe Harold*
O:1M07	Longfellow
O:1M07:18	*Evangeline*
O:1M07:25	*Hiawatha*
O:1M09	Tennyson
O:1M09:17	*In Memoriam*
O:1M09:23	*Idylls of the King*
O:1M22	Arnold
O:1M22:15	*Sohrab and Rustum*
O:1M56	Toru Dutt
O:1M61	Tagore
O:1M61:11	*Gitanjali*
O:1M61:12	*Gardener*
O:1M61:15	*Crescent Moon*
O:1M79	Sarojini Naidu
O:2	**English drama**
O:2J64	Shakespeare
O:2M61	Tagore
O:2M61:17	*Chitra*
O:2M61:18	*King of the Dark Chamber*
O:2M61:21	*Post Office*
O:2M61:22	*Cycle of Spring*
O:2M61:23	*Sacrifice*
O:3	**English fiction**
O:30V2	Indian stories
O:3K59:23	*Robinson Crusoe*
O:3K67:36	*Gulliver's Travels*

O:3L28:26 Vicar of Wake-
field

O:3L48:1 History of
Sandford
and Merton

O:3L71 Scott
O:3M12 Dickens
O:3M57 Ghosal
O:3M59 Doyle
O:3M61 Tagore
O:3M65 Kipling
O:3M74 Ramakrishna
Pillai (T.)
O:3M76 Madhaviah
(A.)
O:3M91 Venkataramani
(K. S.)
O:4K94:1 Chesterfield
(Lord)
Letters

O:6 **English prose**
O:6L75 Lamb
O:6Moo Macaulay
O:6M12 Smiles
O:6M12:14 Self-Help
O:6M12:21 Character
O:6M12:23 Thrift
O:6M12:27 Duty
O:6M61 Tagore
O:6M61:1 Personality

O15 **Sanskrit litera-
ture**
O15:1 **Sanskrit poetry**
O15:1A1 Ramayana

O15:1A2 Mahabharata
O15:1D40 Kalidasa
O15:1D40:1 Raghuvamsa
O15:1D40:3 Kumara-
sambhava
O15:1D40:4 Meghaduta
O15:1D60 Bhartrihari
O15:2 **Sanskrit drama**
O15:2D10 Sudraka
O15:2D10:1 Mricchakatika
O15:2D30 Bhasa
O15:2D30:1 Vasavadatta
O15:2D40 Kalidasa
O15:2D40:5 Malavikagni-
mitra
O15:2D40:6 Sakuntala
O15:2D40:7 Vikramor-
vasiya
O15:2D68 Harsha
O15:2D68:1 Ratnavali
O15:2D70 Bana
O15:2D70:1 Kadambari
O15:2D79 Bhavabhuti
O15:2D79:1 Mahavira-
charita
O15:2D79:2 Uttararama-
charita
O15:2D80 Bhatta Nara-
yana
O15:2D80:1 Venisamhara
O15:2D81 Visakadatta
O15:2D81:1 Mudrarakshasa
O15:3 **Sanskrit
fiction**
O15:3D20 Vishnusarma

O15:3D20:1 *Panchatantra*
O15:3E60 Somadeva
O15:3E60:1 *Katha*
      Saritsagara
O15:3H00 Narayana
      Pandita
O15:3H00:1 *Hitopadesa*
O15:6 **Sanskrit prose**
O15:6D59 Dandin
O15:6D59:1 *Dasakumara*
      Charita
O15:6D70 Bana
O15:6D70:2 *Harsha Charita*
O15:6E10:1 *Bhoja Charita*
O15:6M60 Lakshmana
      Suri
O15:6M10:3 *Nalopakhyana*
      Sangraha
O15:7 **Sanskrit campu**
O15:7D91 Trivikrama-
      bhatta
O15:7D91:1 *Nala Campu*
O31 **Tamil literature**
O31:1 **Tamil poetry**
O31:1A *Elluttokai*
O31:1A1 *Narrinai*
O31:1A2 *Kuruntokai*
O31:1A3 *Aingurunuru*
O31:1A4 *Patirruppattu*
O31:1A5 *Paripadal*
O31:1A6 *Kalittokai*
O31:1A7 *Agananuru*
O31:1A8 *Purananuru*
O31:1B1 *Padinen Kiz-*
      hkkanakku

O31:1B21 *Naladiyar*
O31:1B22 *Nanmankkali-*
      kai
O31:1B3 *Nanarppatu*
O31:1B31 *Inna Narpatu*
O31:1B32 *Iniyavai*
      Narpatu
O31:1B33 *Kar Narpatu*
O31:1B34 *Kalavazhi Nar-*
      patu
O31:1B4 *Aintinai*
O31:1B41 *Aintinai*
      Aimpatu
O31:1B42 *Aintinai*
      Ezhupatu
O31:1B43 *Tinaimozhi*
      Aimpatu
O31:1B44 *Tinaimalai*
      Nurraimpatu
O31:1B5 *Tirukkural*
O31:1B51 *Arattuppal*
O31:1B52 *Porutpal*
O31:1B53 *Kamattuppal*
O31:1B61 *Tirukalukam*
O31:1B62 *Acarakkovai*
O31:1B63 *Pazhamozhi*
O31:1B64 *Cirupanca*
      Mulam
O31:1B65 *Mutumozhik-*
      kanchi
O31:1B66 *Eladi*
O31:1B67 *Kainilai*
O31:1B7 *Pattuppattu*
O31:1B711 *Tirumuru-*
      karruppadai

O31:1B712 *Porunararrup-*
padai

O31:1B721 *Cirupanarrup-*
padai

O31:1B722 *Perumpa-*
narruppadai

O31:1B731 *Mullaippattu*

O31:1B732 *Maturaikkanchi*

O31:1B741 *Nedunalvadai*

O31:1B742 *Kurunchip-*
pattu

O31:1B751 *Pattinappalai*

O31:1B752 *Malaipatu*
Katam

O31:1B8 Pancha Kavyam

O31:1B81 *Civaka Cinta-*
mani

O31:1B82 *Cilappadi-*
karam

O31:1B83 *Manimekalai*

O31:1B84 *Valaiyapati*

O31:1B85 *Kundalakeci*

O31:1B91 Cirupancha
Kavyam

O31:1B911 *Yasodhara*
Kavyam

O31:1B912 *Culamani*

O31:1B913 *Udayana*
Kavyam

O31:1B914 *Nagakumara*
Kavyam

O31:1B915 *Neelakesi*

NOTE. For any work of any author in any language, proceed as follows.

Start with O. Put after it the number of the language to which the literature belongs, taking it from the 'Language divisions' given in section 214. Put a colon after the language number and add the number of the form to which the literature belongs, remembering that 1 is poetry, 2 is drama, 3 is fiction, 6 is prose, and so on. After the form number, put down the chronological number for the year of birth of the author, using the chronological schedule. After the author number, if necessary, put a colon and add the serial number for this work by this author.

The language number need not be written but taken as understood in the case of the favoured language of the library.

P LINGUISTICS

P111   **English language**

P111:D   Anglo-saxon
grammar

P111:E   Middle English
grammar

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P111:J   Modern English grammar

P111:J:9   Materials for practice; readers

P111:J:90 Picture readers N4

P111:J1   Phonetics

P111:J2   Morphology

P111:J2:31 Declension of nouns

P111:J2:35 Conjugation of verbs

P111:J3   Syntax

P111:J3:3 Parts of speech

P111:J3:33 Analysis

P111:J38 Parsing

P111:J4k Dictionary

P111:J4: 4k Dictionary of phrases

P111:J4: 5k Dictionary of idioms

P111:J4:6k Dictionary of proverbs

P111:J4:71 Paraphrase

P111:J4:76 Précis

P111:J7:7 Composition

P111:J7:70 Picture N4   composition

P111:J7:71 Verse writing

P111:J7:72 Play writing

P111:J7:73 Story composition

P111:J7:74 Letter writing

P111:J7:75 Speech writing

P111:J7:76 Essay writing

P111:J7:8 Punctuation

Books on the linguistics of other languages are to be classified similarly, the numbers 111:D, 111:E and 111:J which stand for the English language and its different stages being replaced by the number for the language and stage in question.

Here are some stage numbers:

15 : A   Vedic Sanskrit

15 : B   Epic Sanskrit

15 : C   Classical Sanskrit

31 : A   Ancient Tamil

31 : D   Middle Tamil

31 : J   Modern Tamil

33 : A   Ancient Kannada

33 : E   Hala Kannada

33 : J   Hosa Kannada

For the classics in Indian languages, ready-made class numbers are given in the original book *Colon Classification*. Here are some examples:

P15:Cx1   Panini

P15:Cx11 Patanjali

P15:Cx16 *Siddhanta Kaumudi*

P15:C4x1 *Amarakosa*

P31:Ax1 Agattiyar

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P31:D*x*1	*Tolkappiyam*	P35:E*x*M60	*Balavyakara-*
P31:D*x*101	*Ezhultadhi-*		*namu*
	karam	P35:E4*x*3	*Andhrabha-*
P31:D*x*103	*Solladhikaram*		*sharnavamu*
P31:D*x*104	*Poruladhi-*	P35:E4*x*6	*Andhra-nama-*
	karam		*sesamu*
P31:D*x*11	Ilampuranar		
P31:D*x*12	Kalladanar		**Q** RELIGION
P31:D*x*13	Perasiriyar	Q:1	Mythology etc.
P31:D*x*14	Senavaraiyar	Q:2	**Scripture**
P31:D*x*15	Naccinark-	Q:25	Sayings
	kiniyar	Q:26	Traditions
P31:J*x*1	*Nannul*		
P31:J*x*K13	*Prayoga-*	Q:3	**Theology**
	vivekam	Q:31	God
P31:J*x*K14	*Ilakkanakottu*	Q:311	Avasara
P31:J*x*K40	*Ilakkana-*	Q:315	Avatara
	vilakkam	Q:32	Angels,
P33:E4*x*1	*Abhidhana*		devils, etc.
	vastukosa	Q:33	Founders of
P35:E*x*1	*Andhra-sabda*		religion
	cintamani		
P35:E*x*11	*Kavisiro-*	Q:4	**Religious**
	bhusanamu		**practices**
P35:E*x*12	*Kavijanan-*	Q:41	Personal
	janamu	Q:417	Namavali
P35:E*x*13	*Appakavi-*	Q:418	Sacred formulæ,
	yamu		incantations
P35:E*x*3	*Andhrabhasha-*	Q:4192	Rituals
	bhushanamu	Q:4198	Pilgrimages
P35:E*x*4	*Kavyalankara-*	Q:42	Sacraments
	cudamani	Q:43	Holy days
P35:E*x*5	*Sarvalaksana-*	Q:45	Public worship
	sarasangra-	Q:494	Sacrifices
	hamu	Q:496	Holy waters

Q:6	Religious institutions	Q65	Puritan
		Q66	Quaker
Q:7	Religious sects	Q7	**Mohammedanism**
Q1	**Hinduism**	Q71	Sunnis
Q11	Rigvedic	Q72	Shiahs
Q12	Yajur Vedic	Q73	Mutazilites
Q13	Sama Vedic	Q77	Wahabis
Q14	Atharva Vedic	Q8412	Confucianism
Q2	**Post-vedic Hinduism**	Q8413	Lao-tzeism, Taoism
Q21	Smartaism		
Q22	Vaisnavism	**Q8441**	**Sikhism**
Q23	Saivism	**Q8451**	**Zoroastrianism**
Q24	Ganapatyism		
Q25	Saktaism		
Q26	Sanmukhaism		
Q2998	Village-god worshippers		

Q23 Saivism

The divisions of topics in particular religions are worked out in detail in the original *Colon Classification*. Here are some simple examples :

Q3	**Jainism**	Q1	**VEDIC HINDUISM**
Q31	Svetambaras	Q1:21	Samhitas
Q32	Digambaras	Q1:22	Brahmanas
Q4	**Buddhism**	Q1:23	Aranyakas
Q41	Hinayana	Q1:24	Upanishads
Q42	Mahayana (Indian and general)	Q1:4	Kalpa sutras
		Q2	**POST-VEDIC HINDUISM**
Q43	Lamaism Mahayana (Tibet)	Q2:21	Relevant selections from the Vedas
Q44	Mahayana (China)	Q2:22	Relevant selections from the Puranas
Q45	Mahayana (Japan)		
Q5	Judaism	Q2:23	Samhitas, agamas, tantras
Q6	**Christianity**		
Q62	Roman Catholic	Q2:24	Upanishads
Q63	Protestant	Q21:2251	*Adhyatma Ramayana*
Q64	Presbyterian		

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Q21:226	*Yogavasistha Ramayana, Jnanavasistha*	Q25x1	Sankara *Saundaryalahari*
Q21:227	*Ananda Ramayana*	**Q6 CHRISTIANITY**	
Q21:228	*Adbhuta Ramayana*	Q6:21	Bible
		Q6:22	Old Testament
Q22w1	Life of the Alwars	Q6:23	New Testament
		Q6:231	St Matthew
Q22:223	*Bhagavata*	Q6:232	St Mark
Q22:417 x1	*Nalayira Divya Prabandham*	Q6:233	St Luke
		Q6:234	St John
Q22:4173 x1	*Visnu Sahasranama*		
		Q7 MOHAMMEDANISM	
Q23w	Lives of Nayanars	Q7:21	Quran
Q23wx1	*Periya-puranam*		
Q23w1	Nayanars	**R PHILOSOPHY**	
Q23w2	Sambandar	R1	Logic
Q23w3	Appar	R11	Induction
Q23w4	Sundarar	R12	Deduction
Q23w5	Manikkavacagar	R3	Metaphysics
Q23w8	Tirumular		
Q23:226	*Skanda Puranam*	**R4**	**Ethics**
Q23:417x	Lyrics of Nayanars	R4:Q2	Hindu ethics
		R4:Q6	Christian ethics
Q23:417x1	*Tevaram*	R41	Personal ethics
Q23:417x2	Sambandar	R411	Truth & falsehood
Q23:417x3	Appar	R412	Humility, egoism, modesty, pride
Q23:417x4	Sundarar	R413	Temperance
Q23:417x5	Manikka-vacagar	R414	Gentleness, cruelty, tolerance, envy, sweetness,
Q23:417x8	Tirumular *Tirumandiram*		anger

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R415	Chastity, celibacy, adultery, immoral habits	S:53	Affection, hatred
		S:55	Love
		S:57	Sentiments, interest
R416	Gratefulness & ungratefulness	S:64	Conscience
R417	Diligence & sloth	S:7	Personality
R418	Courage, cowardice firmness, weakness	S:74	Character
		S:81	Sleep
		S:811	Dreams
R419	Other qualities	S1	Child
R42	Family ethics	S11	New-born
R421	Husband & wife	S12	Toddler
R422	Parent & child	S13	Infant
R43	Social ethics	S15	Pre-adolescent
R432	Truth and slander	S2	Adolescent
R433	Philanthropy and humanity	S21	Boys
		S25	Girls
R434	Etiquette	S4	Vocational
R46	Ethics of leisure & amusements	S6	Abnormal
		S61	Genius
R47	Conduct towards animals	S62	Idiot
		S63	Insane
R6	Indian philosophy	S64	Sick & infirm
		S65	Criminal
	S PSYCHOLOGY	S67	Deaf & dumb
S:1	Sensation	S68	Blind
S:31	Attention	S6916	Left-handed
S:34	Fatigue	S8	Animal psychology

S:35 Habit

Combined numbers
Illustrations

S:4 Cognition

S:43 Memory

S:44	Reasoning, etc.	S1:31	Attention in children
S:47	Opinion		
S:52	Emotion	S1:35	Habit in children
S:526	Fear		

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S1 :43   Memory in
            children

   1. Similarly for other
combinations.

   2. "1" coming immedi-
ately after S and standing
for Child may be replaced
by any other number like
'2' for Adolescent; '61' for
Genius, '6916' for Left-
handed, and so on.

      T EDUCATION

T*b*   Teaching profes-
            sion

T:1   Nomenclature,
            etc.

T:3   **Teaching tech-
            nique**

T:3:A   Teaching of
            science

T:3:B   Teaching of
            mathematics

T:3:B11   Teaching of
            arithmetic

T:3:B2   Teaching of
            algebra

T:3:B6   Teaching of
            geometry

   (Similarly for the teach-
ing of other subjects with
the following modification.)

T:3:P1   Teaching of the
            mother-tongue

T:3:P5   Teaching of
            foreign
            languages

T:3:P8   Teaching of
            classical
            languages

T:4   Organization

T:41   Admission,
            fees, scholar-,
            ships, terms

T:411   Admission

T:412   Fees, scholar-
            ships

T:4125   Research
            fellowships

T:413   Terms, holidays,
            attendance

T:414   Classes, grades

T:415   Time-tables

T:417   Residence

T:42   Library

T:43   Personnel,
            classroom
            management

T:431   Administration
            (headmaster,
            principal, dean)

T:432   Assistants

T:435   Classroom
            management

T:4356   Rewards,
            punishments

T:438   Supervising staff

T:44·   Curricula

T:86   Radio and education

T:88   Correspondence courses

T:893   Debates

T1   Pre-secondary education

T11   Pre-school child

T15   **Elementary education**

T2   Secondary education

T25   Intermediate

T3   Adult

T31   Literate

T35   Foreigner

T38   Illiterate

T4   University

T42   Pass

T43   Honours

T45   Post-graduate

T48   Research

T5   Sex

T51   Male

T55   Female

T6   Abnormal

T61   Genius

T62   Idiot

T63   Insane

T65   Criminal

T67   Deaf and dumb

T673   Stammerer

T68   Blind

T7   Backward classes

T9   Other classes

T9Y131   Rural community

T9Y152   Aristocracy

T9Y154   Military classes

Combined numbers
Illustrations

T15:   Teaching of
3:A   science in elementary education

T15:4   Organization of elementary schools

Schools of education

TJ92   Commenius, object teaching

TL12   Rousseau's school

TL24   Kant's school

TL50   Pestalozzi's school

TL62   Fichte's school

TL76   Herbart's school

TL82   Froebel's kindergarten

TL96   Mann's school

TM58   Manual training

TNoo   Platoon school

TN12   Montessori's school

TN15   Project method

TN20   Dalton plan

TN37   Wardha scheme

Thus, we can subdivide T15 as T is subdivided.

Similarly we may sub-divide T2, T25, etc., also.

U GEOGRAPHY

U:1   World
U:2   India

Similarly by putting the geographical number of any region as given in 'Geographical divisions' (§213) we get the geography of that region. For example U:23572 is 'Geography of Peshawar District'.

U1	Mathematical geography
U11	Cartography
U16	Movement of the earth; seasons
U161	Spring
U162	Summer
U163	Autumn
U164	Winter

U2	Physical geography
U21	Geomorphology
U25	Oceanography
U256	Oceanic circulation
U2562	Currents
U28	Meteorology
U281	Weather
U2855	Rainfall
U287	Climate

U3	Bio-geography
U35	Floral
U36	Faunal
U37	Reaction of organism and environment

U4	Anthropo-geography
U41	Race-distribution
U42	Migration
U421	Inland
U425	Emigration
U426	Immigration
U45	Population
U47	Reaction of man and environment (human geography)

| U5 | Political geography |
| U54 | Military geography |

U6	Economic geography
U641	Trade routes
U6415	Railways
U6425	Oceanic routes
U6435	Air routes
U67	Resources (alternative to place in 'X Economics')
U671	Natural

U672   Industrial

U8   Travels, expedi-
        tions, voyages

After any of these divi-
sions of U we may put a
colon and add the geo-
graphical division of the
region studied.

Examples

U2855:23572   Rainfall in
                Peshawar
U6:2   Economic
                geography
                of India

In the case of travels,
add, after U8, a colon and
then the number for the
region and then a colon
and then the chronological
number for the decade in
which travel commenced.

Examples

U8:1:L4   Anson's *Voyage*
            round the
            world, 1748
U8:42:N1   James Cousin's
            New Japan,
            impressions
            and reflections
            1919
U8:72:N2   *Canada to-day*
            1924

V HISTORY

To give even the oft-used
ready-made class numbers
of History would swell this
book disproportionately.
Hence it is desirable that
history books should be
classified with the aid
of the original book *Colon*
Classification — with the
schedules and rules given
therein. However, a few
ready-made class numbers
for Indian history and
British history are given by
way of illustration.

V1   World history
V1:1:*l*N19   League of
                Nations
V1:1:N1   World war
V2   Indian history
V2:1:Do   Hindu period
V2:1:Go   Ghazni period
V2:1:Ho   Delhi sultans
V2:1:Lo   Mogul period
V2:1:M6   British period
                (East India
                Company)
V2:1:N4   British period
                (direct rule)
V2:2:N4   Modern Indian
                civics
V21:1:12   Vijayanagar
                period

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V23:1:K7	Maratha period	X ECONOMICS	
		X:3M24	Socialism
V3	**British history**	X:4	Transport
V3:1:Do	Anglo-Saxon period	X:41	Packing
		X:446	Freight
V3:1:F5	Norman period	X:5	Commerce
V3:1:Io	Plantagenet period	X:5:B1	Commercial arithmetic
V3:1:I8	Lancastrian period	X:512	Advertising
		X:54	Exports and imports
V3:1:Ko	Tudor period		
V3:1:L1	Stuart period	X:76	Price
V3:1:N1	Hanoverian period	X:8	Management
		X:872	Book-keeping
V3:1:N4	Windsor period	X:9	Labour
V3:2:N4	Modern British civics	X:96	Trade unions
		X:97	Strikes
V3:3:N4	Modern economic history	**X4·**	**Transport**
		X415	Railways
W POLITICAL SCIENCE		X425	Oceanic
W:1	Elections	X43	Air transport
W:21	Kingship	X45	Communications
W:3	Functions of government	X46	Post
		X47	Telegraph
W:5	General civics (not of particular countries)	X48	Telephone
		X6	**Money**
W4	Monarchy	X61	Currency
W6	Democracy	X62	Banking
W64	Dictatorship	X7	Public finance
W7	Utopia	X8	Insurance
W81	Revolution	**X9**	**Industries**
W87	Passive resistance°	X9J	Rural economics

XM25	Co-operation	Y112	Youths
Y SOCIAL SCIENCES (GENERAL)		Y113	Old persons
		Y115	Women
Y1	Sociology	Y12	Family
Y1:1	Civilization, culture	Y131	Rural community
Y1:34	Ceremonials	Y133	Urban community
Y1:351	Folklore		
Y1:356	Tradition, customs	Y138	Nation
		Y155	Aliens
Y1:4	Social pathology	Y157	Depressed class slums
Y1:41	Intemperance		
Y1:411	Alcoholism	Y1592	Groups arising from castes
Y1:435	Disaster		
Y1:4351	Fire	Y15922	Twice-born, *Dvijas*
Y1:4353	Famine		
Y1:4354	Pestilence	Y15923	Brahmans
Y1:4355	Flood	Y15924	Kshatriyas
Y1:436	Earthquake	Y15925	Vaisyas
Y1:437	Accident	Y15926	Sudras
Y1:438	War		
Y1:492	Slavery	Y17	Anthropology
		Y173P1	Aryans
Y1:8	Equipment	Y173P3	Dravidians
Y1:82	Utensils		Z LAW
Y1:83	Implements	Z2	Indian law
Y1:86	Ornaments	Z3	British law
Y1:87	Apparel	ZQ2	Hindu law
Y111	Children	ZQ7	Muslim law

In several places in the preceding select schedule of ready-made class numbers, there are directions for the building up of similar numbers for other geographical regions, languages and chronological divisions. To do so, the following schedules will be necessary.

213 GEOGRAPHICAL DIVISIONS

1 World		1951	Fresh water
1 —	Empires (to be sub-divided by the Geographical Device)	19517	Rivers
		19518	Lakes
		1955	Sea water
1 — 3	British empire	196	Mountain regions
1 — 52	Roman empire	198	Atmosphere
13	Pacific countries	1984	Stratosphere
15	Atlantic countries	1986	Ionosphere
151	Mediterranean countries	1991	Eastern hemisphere
		1993	Southern hemisphere
16	Frigid zone		
163	South frigid zone	1995	Western hemisphere
167	North frigid zone	1997	Northern hemisphere
17	Temperate zone		
173	South temperate zone		
177	North temperate zone	**2**	**Mother Country (India)**
18	Tropical zone	202	Indian India
183	South tropical zone	2053	French India
187	North tropical zone	20542	Portuguese India
19	Physiographic divisions	**21**	**Madras (excluding the Indian States)**
191	Land regions	211	Eastern districts
1911	Deserts	2111	Madras
1912	Caves	2112	Chingleput
1913	Sand dunes	2113	South Arcot
1914	Prairies	2114	Tanjore
1915	Rain forests	213	Southern districts
192	Islands	2132	Ramnad
193	Marshes, coastal regions	2133	Tinnevelly
		2134	Madura
		2135	Trichinopoly
194	Submarine regions	2136	Coimbatore
195	Watery regions'	2137	Nilgiris

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215	West coast	23115	Jamkhandi
2153	Malabar	23116	Bijapur
2154	South Kanara	23121	Dharwar
216	Ceded Districts	23131	North Kanara
2161	Cuddapah	23141	Belgaum
2162	Anantapur	23142	Sangli
2163	Bellary	23143	Savantvadi
2165	Kurnool	23144	Kolhapur
218	Andhra Desa	23151	Ratnagiri
2181	Nellore	23152	Kolaba
2182	Guntur	23153	Satara
2183	Kistna	23154	Aundh
2184	Godavari, West	23155	Bhor
2185	Godavari, East	23156	Poona
2186	Vizagapatam	23157	Thana
2187	Ganjam (before	23158	Jawhar
	1936)	23161	Surat
219	Central districts	23162	Broach
2191	Salem	23163	Kathiawar
2192	North Arcot	23164	Palanpur
2193	Chittoor	23165	Mahi Kantha
		23171	Khandesh, West
22	**South (excluding**	23172	Khandesh, East
	Madras)	23173	Nasik
221	Pudukottai	23181	Ahmadabad
222	Travancore	23182	Baroda
223	Cochin	23183	Kaira
224	Mysore	23184	Panch Mahals
225	Hyderabad	23185	Rewa Kantha
226	Coorg		
231	**Bombay**	**232**	**Baluchistan**
23111	Ahmadnagar	23211	Kachhi
23112	Sholapur	23212	Jhalawan
23113	Akalkot	23231	Lasbela
23114	Jath	23232	Makran

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23251	Kharan	23665	Rawalpindi
23252	Chagai	23671	Amritsar
23253	Sarawan	23672	Sialkot
23271	Zhob	23673	Gurdaspur
23272	Loralai	23674	Kapurthala State
		23681	Hoshiarpur
233	**Sind**	23682	Kangra
235	**North-West Frontier**	23683	Chamba
23511	Kohat	23684	Simla
23512	Bannu	23685	Simla States
23521	Dera Ismail Khan	23686	Mandi and Suket
23541	Agencies and	23687	Sirmur
	tributory areas	23691	Punjab States
23571	Hazara	236911	Patiala
23572	Peshawar	236912	Faridkot
		236913	Kalsia State
236	**Punjab**	236914	Dujana State
23611	Ambala	23692	Ferozepore
23612	Karnal	23693	Lahore
23613	Rohtak	23694	Jullundur
23621	Gurgaon	23696	Ludhiana
23631	Hissar		
23632	Montgomery	**24**	**Himalayan regions**
23633	Bahawalpur	241	Kashmir
23641	Multan	245	Nepal
23642	Muzaffargarh	246	Sikkim
23643	Jhang	247	Bhutan
23644	Lyallpur		
23651	Dera Ghazi Khan	**25**	**North India**
23652	Mianwali	251	Delhi
23653	Shahpur		
23654	Gujranwala	**252**	**United Provinces**
23656	Shekhupura	25211	Azamgarh
23661	Gujrat	25212	Ballia
23663	Jhelum	25213	Benares
23664	Attock	25214	Ghazipur

25215	Jaunpur	25275	Bahraich
25221	Mirzapur	25276	Gonda
25222	Allahabad	25281	Basti
25223	Partabgarh	25282	Gorakhpur
25231	Banda	25291	Unao
25232	Hamirpur	25292	Lucknow
25233	Jhansi	25293	Bara Banki
25234	Jalaun	25294	Rae Bareli
25235	Etawah	25295	Sultanpur
25236	Cawnpore	25296	Fyzabad
25237	Fatehpur		
25241	Hardoi	**253**	**Bihar and Orissa**
25242	Farrukhabad		**(before bifurca-**
25243	Mainpuri		**tion — 1936)**
25244	Agra	25311	Santal Parganas
25245	Muttra	25312	Manbhum
25246	Aligarh	25315	Singhbhum
25247	Etah	25316	Balasore
25251	Budaun	25331	Cuttack
25252	Bulandshahr	25335	Angul
25253	Meerut	25336	Feudatory States of
25254	Muzaffarnagar		Orissa
25255	Moradabad	25351	Sambalpur
25256	Rampur	25352	Ranchi
25257	Bareilly	25353	Palamau
25261	Saharanpur	25355	Shahabad
25262	Dehra Dun	25371	Saran
25264	Garhwal	25372	Champaran
25265	Almora	25373	Muzaffarpur
25266	Naini Tal	25374	Darbhanga
26267	Bijnor	25375	Monghyr
25271	Sitapur	25376	Bhagalpur
25272	Shahjahanpur	25377	Purnea
25273	Pilibhit	25391	Hazaribagh
25274	Kheri	25392	Gaya

25393	Patna	26231	Backergunge
254	Orissa (after bifur-cation — 1936)	26232	Khulna
		26233	Twenty-four Parganas
2541	Cuttack	26234	Howrah
2542	Puri	26236	Midnapore
2543	Ganjam	26251	Hooghly
2544	Koraput	26252	Bogra
2545	Sambalpur	26253	Burdwan
2547	Balasore	26254	Birbhum
2548	Feudatory States of Orissa	26255	Murshidabad
		26256	Malda
261	Assam	26257	Dinajpur
26112	Naga Hills	26271	Darjeeling
26114	Manipur	26272	Jalpaiguri
26131	Lushai Hills	26273	Cooch Behar
26151	Sylhet	26275	Rangpur
26153	Garo Hills	26291	Pabna
26171	Goalpara	26292	Faridpur
26172	Kamrup	26293	Jessore
26173	Darrang	26295	Nadia
26174	Nowgong	26296	Rajshahi
26175	Sibsagar		
26191	Khasi and Jaintia Hills	271	Central Provinces
26192	Cachar	27111	Bilaspur
		27112	Raipur
262	Bengal	27113	Kanker
26211	Mymensingh	27114	Drug
26212	Dacca	27121	Bastar
26213	Tippera	27131	Nandgaon
26214	Tripura	27132	Chanda
26215	Chittagong Hill Tracts	27133	Yeotmal
		27134	Akola
26216	Chittagong	27135	Wardha
26217	Noakhali	27136	Nagpur

27137	Bhandara		28154	Indore
27141	Amraoti		28158	Other western states
27142	Buldana			
27143	Nimar		**282**	**Rajputana**
27151	Betul		28211	Kotah
27152	Hoshangabad		28212	Jhalawar
27154	Chhindwara		28231	Shajapur
27161	Saugor		28232	Mandasor
27163	Jubbulpore		28241	Banswara
27171	Mandla		28242	Dungarpur
27172	Changbhakar		28243	Mewar
27173	Korea		28251	Sirohi
27181	Surguja		28252	Marwar
27182	Jashpur		28253	Jaisalmer
27183	Udaipur		28261	Bikaner
27184	Raigarh		28271	Jaipur
27191	Balaghat		28281	Alwar
27192	Khairagarh		28282	Bharatpur
27193	Sarangarh		28291	Bundi
27194	Sakti		28292	Ajmer-Merwara
27195	Kawardha			
27196	Makrai		29	Islands
27197	Chhuikhadan		291	Andamans
28	Central India and		292	Laccadive Islands
	Rajputana			
			298	**Ceylon**
281	**Central India**		**3**	**Favoured country**
				(Great Britain)
28111	Rewah		31	England
28112	Maihar		32	Wales
28113	Panna		33	Scotland
28114	Ajaigarh		34	Ireland
28118	Other eastern			
	states		**4**	**Asia**
28151	Gwalior		41	China
28152	Bhopal		42	Japan

43	South-east Asia	5962	Holland
431	Indo-China	5971	Lithuania
433	Siam	5973	Latvia
435	Malay States	5975	Estonia
436	East Indian Archipelago	**6**	**Africa**
438	Burma	63	Union of South Africa
5	**Europe**	671	Egypt
51	Greece	682	Abyssinia
52	Italy	**7**	**America**
5291	Sicily	71	North America
5292	Malta	7191	Greenland
53	France	72	Canada
54	Spain and Portugal	**73**	**United States**
541	Spain	74	Mexico
542	Portugal	7414	Yucatan
55	Germany	75	Central America
5541	Saar Basin	791	South America
57	Scandinavia	792	West Indies
571	Sweden	**8**	**Australia**
572	Denmark	**9**	**Oceans**
573	Norway	91	Indian Ocean
574	Iceland	92	Antarctic Ocean
575	Finland	93	Pacific Ocean
58	Russia	94	Arctic Ocean
591	Turkey	943	Spitsbergen
59191	Cyprus	95	Atlantic Ocean
592	Balkan States		

59191 Cyprus
592 Balkan States
5931 Austria
5932 Hungary
594 Switzerland
595 Poland
596 Netherlands
5961 Belgium

MNEMONIC DIGITS

The following are applied after geographical numbers, but before the Alphabetic Device is used for individualization.

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CLASSIFICATION

C   Cities, towns, villages, *Examples*
    etc.

D   Deserts

L   Lakes, tanks, etc.

M   Mountains, hills,
    peaks, etc.

R   Rivers, canals, etc.

A word is represented by the Alphabetic Device as follows: Put down the initial letter of the word in capitals. Then put in an Arabic numeral to represent the second letter of the word according to the following schedule.

1	*a*	6	*j* to *n*
2	*b* to *d*	7	*o*
3	*e*	8	*p* to *t*
4	*f* to *h*	9	*u* to *z*
5	*i*		

2MH3	Himalayas
2MS1	Satpura Hills
2MW2	Western Ghats
2RB8	Brahmaputra
2RC1	Cauvery
2RG1	Ganges
2RG7	Godavari
2R16	Indus
21CC7	Conjeeveram
231CP7	Poona
252CB2	Benares
31CM1	Manchester
33CE2	Edinburgh
4LC1	Caspian Sea
42CT7	Tokyo
465CJ2	Jerusalem
5MA6	Alps
5RD1	Danube
6DS1	Sahara
6RN5	Nile
791MA6	Andes
791RA6	Amazon

214 LANGUAGE DIVISIONS

1	**Indo-European**	1511	Pali
11	Teutonic	1512	Maharashtri
111	**English**	1516	Ardhamagadhi
113	German	1517	Magadhi
12	Latin	1518	Apabhramsa
122	French	15198	Sinhalese
124	Portuguese	152	Hindi
13	Greek	153	Punjabi
15	**Sanskrit**	154	Gujarati
151	Prakrit	155	Marathi
		156 '	Uriya

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157	Bengali	33	Kannada
158	Nepali	34	Tulu
16	**Iranian**	35	Telugu
164	Persian	36	Kui
168	Urdu	38	Brahui
		39	Toda, etc.
2	**Semitic**	41	Chinese
25	Hebrew	42	Japanese
28	Arabic	433	Siamese
3	**Dravidian**	435	Malay
31	Tamil	438	Burmese
32	Malayalam	99M87	Esperanto

215 CHRONOLOGICAL DIVISIONS

A	Before 1999 B.C.	H	1300 to A.D. 1399
B	1999 to 1000 B.C.	I	1400 to A.D. 1499
C	999 to 1 B.C.	J	1500 to A.D. 1599
D	1 to A.D. 999	K	1600 to A.D. 1699
E	1000 to A.D. 1099	L	1700 to A.D. 1799
F	1100 to A.D. 1199	M	1800 to A.D. 1899
G	1200 to A.D. 1299	N	1900 to A.D. 1999, etc.

Examples

J64	1564	J6	1560 − 1569
N42	1942	N4	1940 − 1949
N69	1969	N6	1960 − 1969
C67	320 to 328 B.C.	C6	300 − 399 B.C.
D40	400 to A.D. 409	D4	400 − A.D. 499

216 COMMON SUBDIVISIONS

Any subject given in section 212 and any other subject may admit of further subdivision into any of the following common subdivisions :

a	Bibliography	*d*	Museums, exhibitions
b	Profession		
c	Laboratories, observatories	*e*	Instruments, machines, appliances, formulas

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f	Maps, atlases		explorations, topo-
g	Charts, diagrams,		graphy
	graphs, handbooks,	*v*	History
	catalogues	*w*	Biography, letters
h	Institutions	*x*	Collected works,
j	Miscellanies, memorial		selections
	volumes, Fest-	*y*1	Scope
	schriften	*y*2	Syllabuses
k	Cyclopedias, diction-	*y*5	Catechisms, questions
	aries, concordances		and answers
l	Societies	*y*51	Questions
m	Periodicals	*y*52	Answers, solutions
n	Year books, direc-	*y*6	Synopses
	tories, calendars,	*y*7	Case study
	almanacs	*y*8	Experimental work,
p	Conferences, con-		practical work
	gresses	*z*	Digests
q	Bills, acts, codes,	*z*4	Parody
	conventions	*z*5	Adaptation
r	Government depart-	*z*61	In verse
	mental reports and	*z*62	In dramatic form
	similar periodical	*z*63	In the form of
	reports of corporate		fiction
	bodies	*z*64	In the form of
s	Statistics		letters
t	Commissions, com-	*z*7	Symposia, lectures,
	mittees		essays
u	Travels, expeditions,	*z*94:9	In the form of
	surveys or similar		pictures, criticism,
	descriptive accounts,		application

2161 EXAMPLES OF COMMON SUBDIVISIONS

Precise rules are given in Chapter 2 of the *Colon Classification* for amplifying the different common subdivision digits that may be applicable to the class numbers of books. While a reference to them is

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necessary for accurate work, a few examples are given here to facilitate the application of the rules pertaining to some of the common subdivisions that often occur. Incidentally, some conventions necessary in a school library will also be indicated.

f MAPS, ATLASES

B9*f*	Atlas of the sky.
B96*f*	Star atlas.
U:103*f*	General atlas of the British Empire.
U:2*f*	General atlas of India.
U2:1*f*	Atlas of the physical features of the world.
U28:1*f*	Meteorological atlas of the world.
U35:1*f*	Zoo-geographical atlas of the world.
U5:2*f*	Historical atlas of India.
U6425:1*f*	Atlas of the marine routes in the world.

k CYCLOPEDIAS, DICTIONARIES

A*k*		Scientific encyclopedia.
M31*k*		Encyclopedia of domestic science.
MY3P*k*		Dictionary of crosswords.
P111:J4*k*	F6	Cassell's new English dictionary (1926).
P111:J4*k*	152D1	Student's Anglo-Hindi dictionary (1901).
P111:J4*k*	35F8	English-Telugu dictionary (1928).
P15:C4*k*	F6	Sanskrit-English dictionary (1926).
P15:C4*k*	15C3	Sanskrit-Sanskrit dictionary (1893).
P15:C4*k*	31G3	Sanskrit-Tamil dictionary (1933).
P157:4*k*	F4	Bengali-English dictionary (1924).
P157:4*k*	157B8	Bengali-Bengali dictionary (1888).
P157:4*k*	168D7	Bengali-Urdu dictionary (1907).
P33:J4*k*	F3	Kannada-English dictionary (1923).
P33:J4*k*	33H1	Kannada-Kannada dictionary (1941).

Q:31k	Dictionary of deities.
Q6k	Dictionary of Christianity.
Q62k	Catholic encyclopedia.

w Biography

The digit w should be amplified by the chronological number representing the year of birth of the biographee.

Lwk	Dictionary of medical biography.
MY2141wk	Who's who in world cricket.
O:1M61w	Biography of Tagore.
O:2J64w	Biography of Shakespeare.
O31:1M15w	Biography of Minakshisundaram Pillai.
O31:9wM54	Biography of V. Swaminatha Ayyar.

Special Cases

Q2$xo w$	Biographical stories from the Puranas.

(To be individualized by the Alphabetic Device.)

Illustrative examples

Q2$xo w$D8	Druva charita.
Q2$xo w$J1	Jatabharata charita.
Q2$xo w$K8	Krishna charita.
Q2$xo w$M1	Markandeya charita.
Q2$xo w$N1	Nala charita.
Q2$xo w$P8	Prahlada charita.
Q2$xo w$R1	Rama charita.

Biographies of individual Alwars and individual Nayanars other than the five mentioned in the section 212 are to be numbered by the Alphabetic Device.

Illustrative examples

Q22wN1	Nammalwar.
Q22wP2	Peyalwar.
Q22wT3	Tirumangayalwar.
Q23wK1	Kunnappanayanar.
Q23wN1	Nandanar.

$Q_{23}wS_3$	Siruthondanayanar.
$R_{66}w_1$	Life of Sankaracharya.
$R_{67}w_2$	Life of Ramanuja.
$R_{68}w_1$	Life of Madhwa.
$R_{6893}w_1$	Life of Vallabhacharya.
$V_{2:25}wM_{69}$	Life of Mahatma Gandhi.
$V_{3:21}wM_{65}$	Life of George V.
$V_{3:22}wM_{57}$	Life of Haldane.
$V_{53:21}wL_{69}$	Life of Napoleon.

(NOTE:— In the case of lives of mystics, the common sub-division y_7 should be used and not w).

Examples

$\triangle y_7 M_{36}$	Life of Sai Baba.
$\triangle_2 y_7 M_{36}$	Life of Sri Ramakrishna.
$\triangle_2 y_7 M_{79}$	Life of Ramana Maharishi.
$\triangle_6 y_7 F_{82}$	Life of St Francis of Assisi.
$\triangle_6 y_7 M_{89}$	Life of Sadhu Sundar Singh.
$\triangle_{73} y_7 E_{58}$	Life of Al Gazzali.

x COLLECTIONS, SELECTIONS, ANTHOLOGIES

$O{:}xk$	Book of English quotations.
$O{:}1xoG$	Nature anthology.
$O{:}1xoJ_1$	Anthology of gardens and flowers.
$O{:}1xoK_{96}$	Bird-lovers' anthology.
$O{:}1xoMK_{541}$	Anthology of man and dog.
$O{:}1xoV_{54}$	Naval anthology.
$O{:}1xoMY_6$	Anthology of sport.
$O{:}1xo\triangle$	Anthology of mysticism.
$O{:}1xoR_{437}$	Anthology of friendship.
$O{:}6xk$	Dictionary of English prose quotations.
$O_{15}{:}1xoR_4$	Moral maxims from Sanskrit literature (e.g. *Nitimanjari*).
$O_{164}{:}1xk$	Dictionary of Persian poetical quotations.

$y7$ CASE STUDIES

We have already seen that biographies of mystics are to be indicated by the common subdivision number $y7$ and not w; this amounts to viewing such biographies as case studies. Here are some other examples of the use of $y7$. They all give the story of particular animals.

MK442$y7$ Sewell (Anna). Black Beauty, an autobiography of a horse.

MK447$y7$ Mukerji (Dhan Gopal). Kari the elephant.

MK541$y7$ Baynes (Ernest Harold). Polaris, the story of an Eskimo dog.

$z63$ IN THE FORM OF STORIES

B96$z63$ Johnson (Gaylord). The star people. Told in simple story form.

K86$z63$ Brailliar (Floyd). Knowing insects through stories.

V31:1:H7$z63$ Strang (Herbert). With the Black Prince.

217 REFERENCE BOOKS IN GENERALIA

The Generalia divisions 3, 7 and 8 are likely to occur frequently. The method of subdividing them is indicated here by examples. The examples chosen are items that ought to find a place in the libraries of India. Hence their book numbers (*vide* section 218) are also given. In fact, their full call numbers are given.

32 INDIA

320152 HINDI

320152 E9   SHARMA (Chaturvedi Devarka Prasad). Dictionary of Indian classical characters pertaining to mythology, philosophy, literature, antiquities, arts, manners, customs, etc. of the Hindus. pp. 682. *Hindi Prachar*. Rs. 5/8.

320155 MARATHI

320155 F0.1 —.23 KETKAR (Sridhar Venkatesa). Ma-
harashtriya gnanakosh. *Poona.* Rs. 177.

—— F8 GODBOLE (Raghunatha Bhaskara). Bha-
ratavarshiapracina aitihasika kosha. pp. 452,
Poona. Rs. 3.

320157 BENGALI

320157 C9 VISVAKOSH. *Calcutta.*

320164 PERSIAN

320164 E3. VAJIDALI KHAN. Miratul in lum va
majma ul funum. pp. 446. *Lucknow.* Rs. 3.

32028 ARABIC

32028 E0 ABI-UL-FATAH BIN NASAR ABDUL SYED.
Almughrab. pp. 312. *Hyderabad.* Rs. 3/8.

32031 TAMIL

32031 G4 SINGARAVELU MUDALIAR (A). Abhidana
cintamani. pp. 1,828. *Madras.* Rs. 10.

32035 TELUGU

32035 E6.1 – .3 ; G2.1 — .2 LAKSHMANA RAO (K. V.).
Andhra vijnana sarvasvamu, Telugu encyclope-
dia (incomplete). pp. 1,800. *Madras.* Rs. 18.

321 MADRAS

321 E7 ENCYCLOPAEDIA of the Madras Presidency
and the adjacent States. pp. 820. *Madras.*

33 GREAT BRITAIN

33:L68 F9.1—.24 ENCYCLOPAEDIA Britannica.
33:M60 F6.1—.10 CHAMBERS' encyclopaedia. £ 10.
33:N13 G1.1—.13 EVERYMAN'S encyclopaedia. 74s 6d.
33:N24 F5.1—.10 NEW age encyclopaedia.

34 ASIA

34 B5.1 — .3   BALFOUR (Edward Green).   Cyclopaedia
of India and of eastern and southern Asia, com-
mercial, industrial and scientific.

3438 BURMA

3438 F9   LAKSHMINARASAYYA (P.).   Encyclopaedia of
Burma. pp. 104. *Madras.*

373 UNITED STATES

373:M61 A—D3   APPLETON'S annual encyclopaedia,
42V. *New York.*

373:M86 F2.1—.27   NEW international encyclopaedia.
New York. $ 85.

373:M89 D9.1—.12   CENTURY dictionary and encyclo-
paedia. *New York.*

3991 CHILDREN'S ENCYCLOPAEDIA

39912 INDIA

399120157   GUPTA   (Yogendranath).   Sisu-bharati.
Calcutta

39912033 G6.1—.3   KARANTH (Sivarama). Balapra-
pancha. pp. 1,800. *Bangalore.* Rs. 36.

39913 GREAT BRITAIN

39913 G5.1—.10   Book of knowledge.

399172 CANADA

399172 G1.1—.8   WEEDON'S   modern   encyclopaedia.
Toronto.

399173 UNITED STATES

399173 G4.1—.12   BRITANNICA junior. *New York.* $59.

—— G41.1—.24   RICHARD encyclopaedia. *New York.*

—— G42.1—.19   WORLD book. *Chicago.*

—— G5.1—.15   COMPTON'S pictured encyclopaedia.
Chicago. $ 69.50.

7 BIOGRAPHY

72 INDIA

72*k* Do LETHBRIDGE (Roper). The golden book of India, with an appendix for Ceylon. pp. 366.

—— D6 BUCKLAND (C.E.). Dictionary of Indian biography. pp. 404. 8*s* 6*d*.

—— E5 HAYAVADANA RAO (C.). Indian biographical dictionary. *Madras*. Rs. 4.

—— 157G6 VIDYALANKAR (Sasibhushan). Jivanikosh, bharatiyaithasik. *Calcutta*

72*m*N11 E1—E3 WHO'S who in India. *Lucknow.*

72*m*N36 WHO'S who in India, Burma and Ceylon.

721 MADRAS

721*m*N32 WHO'S who in Madras.

7231 BOMBAY

7231*m*N41 GUJARAT'S who's who. *Bombay.*

73 GREAT BRITAIN

73*k* Fo DICTIONARY of national biography, concise dictionary. pp. 1,456.

73*m*M48 WHO'S who.

73*m*N20 WHO was who.

74 ASIA

74*k* B1 ; C4 BEALE (Thomas William). Oriental biographical dictionary. pp. 431. 28*s*.

75 EUROPE

75*k* A.1—.3 SMITH (William). Dictionary of Greek and Roman biography and mythology.

773 UNITED STATES

773*k* G4 AMERICA'S young men. *Los Angeles.*

8 YEARBOOKS

8102 INDIA ABROAD

8102:N33   INDIANS abroad directory. *Bombay.*

8103 BRITISH EMPIRE

8103:N16 E6—F6   BRITISH dominions yearbook.

81 WORLD

81:M64   STATESMAN'S year-book.
81:M69   WHITAKER'S almanack.
81:N30   NEW international yearbook. *New York*

82 INDIA

82:M62   THACKER'S Indian directory. *Calcutta.*
82:N15   INDIAN yearbook. *Bombay.*

821 MADRAS

821 G3   BOAG (G.T.). Madras Presidency. 1881-1931.
        Madras. Rs. 2.
821:M02   ASYLUM press almanac and directory of
        Madras and Southern India.
821:N23   MADRAS yearbook.

8215 ANDHRA

8215:N39   ANDHRADESA directory and who is who.

822 SOUTH INDIAN STATES

822:N27   MADRAS states and Mysore directory.

8222 TRAVANCORE

8222:M67   TRAVANCORE almanac and directory.

8231 BOMBAY

8231:N31   TIMES OF INDIA directory of Bombay—
        City and Presidency. *Bombay.*

8232CK1 KARACHI

8232CK1 G2   KARACHI residents directory. pp. 128.
        Karachi.

8236CL1 LAHORE

8236CL1:N29 F9 MILITARY AND CIVIL directory of Lahore Brigade area. pp. 59. *Lahore.*

8251 DELHI

8251:N30 NEW DELHI directory.

8262CC1 CALCUTTA

8262CC1 KALIKATA sekaler o ekeler upanyas akara gathita itihas. *Calcutta*

8271 CENTRAL PROVINCES

8271 G3 BEADON'S directory of Nagpur. pp. 142. *Nagpur.*

——— G8; H1 COMMERCIAL and general directory of C. P. and Berar. *Nagpur.* Rs. 10.

8298 CEYLON

8298:N03 CEYLON manual.

218 BOOK NUMBER

The number derived with the aid of the schedules is called, as we have already stated, the class number and is a translation into ordinal symbols of the subject-matter of the book. It represents the class of the least extension and greatest intention in which the book may be placed. This class is called the 'ultimate class' of the book. Now, several books will have the same ultimate class and hence they will have the same class number. To distinguish them from one another, the 'book number' is used. It is obvious that this number cannot have anything to do with the subject-matter of the book; for all the books in the same class have, by assumption, virtually the same subject-matter and hence the subject-matter cannot distinguish them.

2181 PARTS OF BOOK NUMBER

The book number is constructed with the aid of certain other characteristics of the book, viz. its

language and its year of publication. The language of the book is translated into symbols with the aid of the language schedule given in section 214. The translation into numbers of the year of publication of the book is added after the language number. This translation is made with the aid of the following schedule :

A	before 1880	E	1910—1919
B	1880—1889	F	1920—1929
C	1890—1899	G	1930—1939
D	1900—1909	H	1940—1949, and so on.

Here are some examples :

1870	A	1909	D9
1880	Bo	1932	G2
1892	C2	1942	H2

2182 FAVOURED LANGUAGE

If the language of the book is the favoured language of the library, its number need not be written but may be taken as understood.

2183 MORE THAN ONE BOOK

If an ultimate class contains more than one book in one and the same language published in the same year, the year of publication number is augmented by the addition of '1' in the case of the second book, '2' in the case of the third book, '3' in the case of the fourth book, and so on. This added number is called the 'accession part' of the book number.

2184 MULTI-VOLUMED BOOKS

If a book is in two or more volumes, the volumes are individualized by adding a decimal point after the year of publication number or the accession part of the book number, as the case may be, and writing thereafter the serial number of the volume.

7   97

2185 DICTIONARIES

In the case of linguistic dictionaries, the language part of the book number will be the number of the language in which the meaning appears.

2186 EXAMPLES

1. Assuming that English is the favoured language of the library, a book written in English on a given subject and published in 1946 will have for its book number H6. This book, for example, has for its book number H6.

2. If it is in Hindi and not in English, its book number will be 152H6.

3. If it is in Urdu its book number will be 168H6.

4. If it is in Tamil, its book number will be 31H6.

5. The second book on the same subject in the library written in English and published in 1946 and in fact even a second copy of this book itself will have for its book number H61.

6. If it is in three volumes, the book numbers of the volumes of the first set will be H6.1, H6.2 and H6.3 while those for the volumes of the second set will be H61.1, H61.2 and H61.3.

7. If the language of the book be not the favoured language of the library, the language number should be prefixed to the numbers given in examples 5 and 6.

2187 HOW WRITTEN

The book number is written either below the class number or to the right of it, after leaving some intervening space. The class number and the book number taken together is called the 'call number'. The call number for this book may be written

$$\frac{2}{H5} \qquad or \qquad 2\ H5$$

CLASSIFICATION

It is written in the former style at the back of the title-page and near the bottom of the spine. The latter style is illustrated in the model catalogue entries in section 223.

2188 EXAMPLES

Examples of call numbers will be found in section 217 and among the linguistic dictionaries given in section 216 under the heading '*k* Cyclopedias, dictionaries'.

CHAPTER 22

CATALOGUING

221 PHYSIQUE OF THE CATALOGUE

2211 THE PRINTED CATALOGUE

The printed catalogue is a waste of funds in a school library which necessarily grows. The naive argument that the school funds are not affected by it as each boy is obliged by the rules of the school to buy a copy has only to be stated to be condemned. If the school can extort money from the pupils by the fiat of rules, why should it be wasted on this unwanted, and ever out-of-date anachronism ? Why should it not add to the never too flourishing book-fund ? Again, school libraries are notoriously understaffed or not separately staffed at all, so that it is nothing short of callousness, even crime, to waste the time of the person in charge of the library in preparing such a catalogue and thus taking him away from direct service to the pupils. The Victorian tradition of printing library catalogues should stop forthwith.

2212 CARD CATALOGUE

Indian schools and colleges must fall into line with similar institutions all the world over by adopting the card catalogue. In this form of the catalogue, each standard card 5″ x 3″ takes only one entry. The cards are arranged in trays and are kept in position by rods which pass through holes punched near the bottom of each card. The trays are all built into a cabinet for which specifications will be found in my *Library Administration*. In this arrangement new cards can be inserted at any point without disturbing or having to rewrite any of the already existing cards.

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2213 STYLE OF WRITING

The catalogue cards should be written in black indelible ink. It is now usual and necessary that all individuality in handwriting should be suppressed. What is known as 'library hand' has been developed by the profession. It consists of an impersonal upright hand with the letters of a word written separately, i.e. not running into one another.

222 FUNCTION OF THE CATALOGUE

The advent of the shelf-register (*vide* section 257) has liberated the library catalogue from the thraldom of the spirit of the inventory. Its sole function is now to disclose to the reader—and for that purpose to the staff also—all the holdings of the library on his topic of interest, from whatever angle he pursues it, in such an exact, intimate and expeditious way as satisfies all the laws of library science. The reader may want to know all the resources of the library on a particular topic or by a particular author or in a particular series. Or he may ask for a book of which he knows only the author or collaborator—editor, translator, commentator, or illustrator—or merely its series or the editor of its series, or the title or even some vague idea of its contents. With only the slightest clue, it must be possible for him to find his book in the shortest possible time. The library catalogue is now designed for this function. In this design each book is given many entries.

223 KINDS OF ENTRIES

Main Entry

One of these many entries of a book gives more information about it than the others—the fullest that the catalogue is capable of giving. It is from this

point of view called the Main Entry. Here is an example : —

```
   2 :31      H2
           RANGANATHAN  (Shiyali Ramamrita).
           School and college libraries.
           (Madras Library Association, publication
   series,    11).                            121212
```

The function of this entry is to bring the book to the notice of the reader who remembers its subject-matter only. It is therefore called the Subject Entry of the book.

It has five sections. The *first,* or the Leading Section, as it is usually called, is occupied by the call number of the book (2 :31   H2). The entry may therefore be called also the Call Number Entry of the book.

The *second* section of a main entry gives the name of its author; the *third* gives its title; the *fourth* gives the series, if any, to which the book may belong. The *fifth* section invariably gives the accession number of the book. (See section 254 of this book for definition of 'accession number').

Added Entries

All the other entries of a book are called Added Entries. Some of these are specific to the particular book, while some it shares with other books. The former are called Specific Added Entries; while the latter are called General Added Entries.

Cross Reference Entry or Subject Analytical

Let us consider the book whose main entry has been already given. As its class number indicates, its chief focus is on 'school libraries'. But it has two other secondary foci; its part 6 is devoted to 'college libraries'; and there is much of educational theory in its first three parts. The catalogue should therefore

bring the book to the notice of those readers who seek information on these two respective subjects. This it does by the following two Cross Reference Entries which are also called Subject Analyticals :

2 :32
See also
2 :31   H2
Ranganathan : School and college libraries. Pt. 6.

T
See also
2 :31   H2
Ranganathan : School and college libraries. Pts. 1-3.

Note that the exact reference to the parts or pages should be given in Cross Reference Entries. Note also that the forenames of the author are omitted in these entries. In fact, they should be omitted in all Added Entries.

The catalogue of a school library should also give Cross Reference Entries from pictures, maps, genealogical tables, etc., scattered in various books. In this connexion, see section 2331 of this book.

Book Index Entries

All the other specific added entries are called Book Index Entries. Their function is to bring the book to the notice of the reader who remembers only the name of its author, or any one of his collaborators, if any, or the series to which it may belong. The book being used as an example will admit of the following book index entries :

RANGANATHAN (Shiyali Ramamrita).
School and college libraries.   2 :31   H2

MADRAS LIBRARY ASSOCIATION, PUBLICATION SERIES.
11 Ranganathan : School and college libraries. 2 :31   H2

The first of these is called the Author Index Entry because it gives the name of the author in the leading

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section. For a similar reason, the second entry is called the Series Index Entry of the book. Editor and Translator Entries will be illustrated in the second book catalogued hereafter.

General Added Entries: Class Index Entries

The function of one kind of general added entry is to direct the reader from the name of a subject to its class number, so that he may look up the appropriate region of the classified part of the catalogue for the books the library has on that subject. These are called Class Index Entries. The book being catalogued will have to be brought to the notice of readers by the following class index entries :

SCHOOL LIBRARY.
    For books in this Class and its Subdivisions see the Classified Part of the catalogue under the Class Number   2 :31

ACADEMIC LIBRARY.
    For books in this Class and its Subdivisions see the Classified Part of the catalogue under the Class Number   2 :3

LIBRARY SCIENCE.
    For books in this Class and its Subdivisions see the Classified Part of the catalogue under the Class Number   2

Few readers are able to name their specific subjects exactly. It is a broader subject that is usually thought of or mentioned. However wide of the mark it may be, the alphabetical part of the catalogue should tell a reader : 'For all the books on the subject you mention and all connected subjects, look up the region of the classified part of the catalogue covered by the number so-and-so.' There he finds displayed the full field of his interest. When he enters it, he finds all that he was vaguely conscious of having wanted ; and it is only then that he is able to know the exact thing he wanted. This represents a deeper function to be performed by the catalogue. It is to fulfil this deeper function that class

index entries are given not only to the specific subject of the book but also to each one of the broader classes of which it is a subclass.

Moreover the two cross reference entries of the book call for the following additional class index entries :

> COLLEGE LIBRARY.
> For books in this Class and its Subdivisions see the Classified Part of the catalogue under the Class Number   2 :32

> EDUCATION.
> For books in this Class and its Subdivisions see the Classified Part of the catalogue under the Class Number.   T

Back of the Main Card

The book catalogued has thus admitted of nine added entries. The back of the main card should give a brief record of these in the following form, so that they may be easily traced for correction, if any, or for withdrawal if the book has to be withdrawn from the library for any reason.

T	Pts. 1-3.	LIBRARY SCIENCE.
2 :32	Pt. 6	ACADEMIC LIBRARY.
		SCHOOL LIBRARY.
		COLLEGE LIBRARY.
		EDUCATION.
		RANGANATHAN (Shiyali Ramamrita). MADRAS LIBRARY ASSOCIATION, PUBLICATION SERIES, 11.

Note the way in which the cross reference entries, class index entries and book index entries are distributed.

The following example illustrates other kinds of added entries necessitated by factors like joint-author, editor, translator and alternative names :

Main Entry

> Xv1 :N3   G2
> SURANYI-UNGER (Theo) and BALS (Frederick).
> Economics in the twentieth century . . .ed by Edwin Robert Anderson Seligman, tr. by Noel D. Moulton.   73205

The dots in the title section represent words on the title-page of the book which are omitted as unnecessary. Note where the continuation line of the title section begins.

Specific Added Entries

This book calls for no cross reference entry.

Book Index Entries

Author Entry

SURANYI-UNGER (Theo) and BALS (Frederick).
    Economics in the twentieth century. $Xv1 : N3$ $G2$

Joint Author Entry

BALS (Frederick). *Jt. auth.*
    Economics in the twentieth century by Suranyi-Unger and
Bals. $Xv1 : N3$ $G2$

Editor Entry

SELIGMAN (Edwin Robert Anderson). *Ed.*
    Economics in the twentieth century by Suranyi-Unger and
Bals. $Xv1 : N3$ $G2$

Translator Entry

MOULTON (Noel D.) *Tr.*
    Economics in the twentieth century by Suranyi-Unger and
Bals. $Xv1 : N3$ $G2$

Class Index Entries

ECONOMICS
    For books in this Class and its Subdivisions see the Classified Part of the catalogue under the Class Number   X

HISTORY
    For this Common Subdivision of any subject see the Classified . Part of the catalogue under the Class Number of that subject amplified by v

WORLD
    Geographical division   1

Cross Reference Index Entry

Another kind of general added entry has for its function the direction of the reader to the chosen name

from any possible alternative name or from the name of the editor of a series to the name of the series. The above book calls for the following Alternative Name Entry :

UNGER (Theo Suranyi-).
    See
    SURANYI-UNGER (Theo).

The above entries illustrate also the style of writing, indention, position in which numbers should be written, use of block letters, italics, punctuation and all such details. Precise rules are given in the *Classified Catalogue Code* covering these points and prescribing the choice and the rendering of the heading and the other sections of all kinds of entries.

224 CATALOGUING RULES

It will throw this book out of focus if all the rules of cataloguing are reproduced here. The structure of the various types of entries can be seen from the examples in section 223 and the rules concerning them are therefore not reproduced. Similarly the rules governing the choice of headings for various types of entries are omitted and can be inferred from the same examples. Italicized words are underlined in the written catalogue. The only rules given here, therefore, are the simple rules for rendering personal names, corporate names and titles.

Christian and Jewish Names

In the case of Christian and Jewish names of modern times, the surname is to be written first and the forename or forenames are to be added thereafter.

    e.g.   SHAKESPEARE (William)
          SHAW (George Bernard)

EINSTEIN (Alfred)
PICARD (Emile)
QUILLER-COUCH (Arthur Thomas)

Hindu Names

In the case of modern Hindu names, the last substantive word in the name is to be written first and all the earlier words and initials are to be added thereafter; except that, in the case of South Indian names, if the last substantive word merely indicates caste or community and the penultimate word is given in full on the title-page, the two substantive words are both to be written first in their natural order.

1.	TAGORE (Rabindranath)	Bengali
2.	MALAVIYA (Madan Mohan)	Hindi
3.	RAI (Lajpat)	Punjabi
4.	GANDHI (Mohandas Karamchand)	Gujarati
5.	GOKHALE (Gopal Krishna)	Marathi
6.	RADHAKRISHNAN (Sarvepalli)	Telugu
7.	SANKARAN NAIR (Chettur)	Malayalam
8.	CHETTUR (G.K.)	Malayalam
9.	KRISHNAMACHARI (P.)	Tamil
10.	SRINIVASA SASTRI (V.S.)	Tamil
11.	RAMACHANDRA DIKSHITAR (V.R.)	Tamil
12.	SIVASWAMY AIYAR (P.S.)	Tamil
13.	AIYAR (A.S.P.)	Tamil
14.	RAMAN (C.V.)	Tamil
15.	RAJAGOPALACHARI (P.)	Tamil
16.	CHARI (P.V.)	Tamil
17.	MANGESA RAO (Savur)	Kannada
18.	SAVUR (R.M.)	Kannada

In examples 8, 13, 14, 16 and 18, caste names or some other non-personal names must be given the first place as the authors themselves have shown their

preference for that form on the title-page and have deliberately reduced the personal words in their names to initials.

Corporate Names

If the Corporate Author is a Government and not any specific part of it, the heading is to consist of the English name of the geographical area whose affairs are governed or administered by it. If the Corporate Author is a part of a Government, the above heading is to be used as the main heading. If the author is not the whole Government but only a part of it such as the crown or the executive or the legislature or a department, the sub-heading is to consist of the name of the part or department, and is to be written as a separate sentence.

Examples

    1. MADRAS
    2. MADRAS. GOVERNOR
    3. MADRAS. LEGISLATIVE ASSEMBLY
    4. MADRAS. INSTRUCTION (Department of —)

If the Corporate Author is an Institution, the Heading is to consist of the name of the Institution in the shortest form found on the title-page, half-title, or any other part of the book, omitting honorific words and puffs if any, at the end or beginning. If the Corporate Author is a department, division or subdivision of an Institution, its name is to be used as the sub-heading.

Examples

    1. LEAGUE OF NATIONS
    2. SOUTH INDIA TEACHERS' UNION
    3. UNIVERSITY OF MADRAS
    4. RAMANUJAM MEMORIAL COMMITTEE

5. IMPERIAL BANK OF INDIA. PUBLIC DEBT
   OFFICE
6. MADRAS LEGISLATIVE ASSEMBLY. PUBLIC
   ACCOUNTS COMMITTEE

Title-portion

The title-portion is to consist of one, two or three
parts, according to the nature of the information
contained on the title-page, giving successively in a
single paragraph :

1. The title.

2. Information regarding commentators, editors,
translators, compilers, revisers, epitomizers and, if
important, illustrators and writers of introduction, pre-
face, appendixes and other subsidiary parts of the book.

3. The edition.

The first part of the sentence is to be a
transcription, or transliteration if it is not in the
Roman alphabet, of such relevant portion of the title
as is essential to convey a correct idea of the contents,
scope and orientation of the book and necessary to
make the extract read properly.

Any other words occurring in the part contributing
to the title-portion, but omitted, are to be represented
by three dots if they occur at the beginning or in the
middle of the sentence and by the abbreviation
'etc.' if they occur at the end.

Series Note

A series note is to consist successively of

1. The name of the series, omitting the initial
article or honorific word, if any.

2. A comma.

3. The words 'ed. by', followed successively by
the name of the editor or editors of the series and a
comma, if the series has an editor or editors.

4. A comma.

5. The serial number.

When a book goes beyond the capacity of these elementary rules, recourse must be had to the rules in the unabridged *Classified Catalogue Code*. It provides rules for complicated headings, pseudonyms, title entries, complicated series notes, back of the main entries, cross reference entries, book index entries, cross reference index entries, multiple-volumed books, composite books and periodical publications.

225 ARRANGEMENT OF ENTRIES

The next problem is to arrange the entries. Let us illustrate with the first set of specimen entries given in section 223. The first three have a class number in the leading section and the rest have words. Hence the two sets cannot be mixed together. They must be arranged in two different sequences, which are kept distinct from each other. The first sequence will have the entries in the order of the ordinal values of their class numbers. Among entries having the same class number, those with book numbers take precedence and are arranged among themselves according to the ordinal value of their book numbers. Those that have no book numbers in their leading sections—and they are cross reference entries—come next and are arranged among themselves according to the ordinal value of the book number in their third line. There are rules to meet further complications. For these the unabridged *Classified Catalogue Code* may be consulted. The second sequence of entries are to be arranged among themselves strictly in alphabetical order. Though such an arrangement may be believed to be as simple as A B C, it presents many difficulties. For their solution also, a reference to the *Classified Catalogue Code* is recommended. ,

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226 TYPES OF CATALOGUE

2261 A CLASSIFIED CATALOGUE

A library catalogue, like the one described above, is, obviously, of two parts — a call-number or classified or subject part, and an alphabetical or index part. Such a bipartite library catalogue is called a Classified Catalogue. In the classified part, the subject entries — both main entries and cross references — stand arranged in a filiatory order determined by the scheme of classification used. It is this systematic, classified or filiatory arrangement that gives its name to this type of catalogue. It is also usual to insert in this sequence guide cards showing topics covered by entries. In the index part, all book index entries, class index entries and cross reference index entries stand arranged in alphabetical order as in a dictionary.

2262 DICTIONARY CATALOGUE

There is another type of library catalogue in which the subject entries also belong to the alphabetical part, because the subjects are entered in the leading sections in ordinary words and not in terms of class numbers. The result is that all the entries in the catalogue form a single alphabetical sequence and there is no classified part. In such catalogues the subject entries obviously cannot stand apart or be arranged in a filiatory order. On the contrary, they inevitably become scattered amongst the other entries according to their alphabetical make-up. Further, it is usual in such a catalogue to make the author entry the fullest entry, i.e. the main entry, and to reduce the subject entry to the status of an added entry. Such catalogues also introduce another type of entry called 'see also subject entries' whose function is to inform the reader that information on a specific subject may also

be found in books entered under certain other subjects.
Here is an example.

SCHOOL LIBRARY.
    See also
    ACADEMIC LIBRARY.   EDUCATION.
    CATALOGUING.   LIBRARY SCIENCE.
    CIRCULATION WORK.   REFERENCE SERVICE.
    CLASSIFICATION.

A library catalogue of this type is called a dictionary
catalogue.

2263 PREFERRED TYPE

There are other types of library catalogues, but these
are the two outstanding ones, either in prominence or
coming into prominence. The dictionary catalogue is
much in vogue in American libraries. The British
prefer it for public libraries, and recommend the
classified catalogue for academic libraries. I hold that
the dictionary catalogue is already outmoded, that
the days of the classified catalogue have begun, and
that it will be the dominant form until it is outmoded
by something even more helpful. India, which is only
just entering its modern library era, will be doing the
wrong thing if it adopts the dictionary catalogue without
realizing that it is being outmoded. India must adopt
that type of catalogue which is now on the crest of the
wave, viz. the classified catalogue. We can do so with
a legitimate sense of small satisfaction because the only
complete code for a classified catalogue of this type is
of Indian origin.

REFERENCE SERVICE

230 INTRODUCTION

Reference service is the process of establishing contact between reader and book by personal service. So far as knowledge is intuitive or hereditary the need for reference service may not be seen. But with our present insistence on equality of opportunity, reference service becomes essential. We have a real library, as already stated in Chapter 16, only at the moment when the library staff brings an intimate and integrated relation between the reader and the book.

231 INITIATION

The first requisite to initiate readers is geniality. Next, it goes without saying that the librarian must have a clear grasp of all that he is expected to initiate them into. He should also be an adept in psychology and in methods of teaching. He must know how to make the initiation absolutely free from boredom; nay, he must make it pleasurable. He should know how to charge it with mirth and laughter by telling stories; and indeed the anecdotal aroma of the initiation should be so strong and enduring that readers recall it at the instance of the feeblest association. It is particularly necessary in children's libraries. For children learn and remember the use of aids, apparatus and rules of conduct far more effectively in a concrete setting than in an abstract one. Three methods of initiation may be recognized, all supplementing one another.

1. Apprenticeship.
2. Practical guidance, as and when need arises.
3. Formal lessons.

2311 APPRENTICESHIP

Children like to imitate. They love to do what is often done as a task by adults. How often they rush to do even the scrubbing and washing of floors and plates ! Are they not often shamed out of their love to do what adults do by ridicule, such as 'Look, here is a housewife ! Here is a servant !', and so on ? Such repression need not be practised if children offer to do library tasks. They may be profitably admitted as honourable apprentices. Opening new and newly-bound books, shelf-arrangement, writing call numbers, inserting catalogue cards, issuing books, tidying up magazine tables, and cleaning the library room are some of the acts that pupils may be allowed to do as young apprentices. Thereby they will be initiated into the use of the library and library apparatus.

2312 PRACTICAL GUIDANCE

A supplement to the apprentice method is to guide pupils when they stand baffled by actual situations. The guidance has educational effect only if it comes forth after the pupils have exhausted their own initiative and resources and are on the point of giving up the pursuit in despair. There is need to emphasize that such a psychological moment is always late in coming. Children usually want to fight their battles all by themselves. Further, time does not count for them. Thank God, there are no hustlers among children ! They go about their business in perfect ease, leisure and geniality, not oppressed by the sense of fleeting time, but rather, calmed and composed by the sense of its eternity. Adults, who invariably become hustlers sooner or later, should control themselves from offering help prematurely. Effective help of this kind will be called for in accustoming them to

the internal parts of a book and their use, the structure and use of reference books, the use of the library catalogue, the writing of notes and the preparation of their tiny bibliographies.

2313 FORMAL LESSONS

What is informally learnt by experience by the two methods mentioned above must be periodically clinched by spirited formal lessons. Sometimes such formal lessons may even initiate experiences. In short, formal lessons should be distributed dexterously throughout the school course. Formal lessons are best done on a concentric system, so that the same problems are repeatedly tackled in more and more intimate ways as ·the experience of the pupils becomes progressively richer. It should be remembered, however, that formal lessons do not mean mere lectures. The conduct of the lessons must be a participative one, rich in questions and answers, so that pupils are kept in a state of alertness and awareness, not passively listening nor merely staring at the teacher with minds vacant or switched on to something else, as so often happens in lectures. The lessons of the first cycle should be further interspersed with songs and stories. Also there should be plenty of demonstrations and ample opportunities for pupils to verify and experience what they are told.

Here is a scheme of lessons to cover the whole field drawn on the basis of two concentric courses.

LESSON 1

CYCLE 1

Physique of books : Demonstration with a partially bound book, turning pages carefully by upper right-hand corner; use of book-marks; taking books from shelves without injuring backs; putting them back the

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right way up, back outward; putting books in a safe place at home; wrapping books on rainy days.

CYCLE 2

Physique of books : Demonstration with a partially bound book; cover, back, sides; outside hinges; body-sections; endpapers; inside hinges.

LESSON 2

CYCLE 1

Library rules : Number of volumes; period of loan; due-date stamp; overdue charge.

CYCLE 2

Library behaviour : Queue system; walking quietly; silence; library, property of all—of the present as well as the future; live and let live; civic responsibility.

LESSON 3

CYCLE 1

Make-up of books : Title-page and the information it gives; distinguishing the author from publisher and collaborators; surname or the last word in the name. Table of contents; index.

CYCLE 2

Make-up of books : Title-page; imprint; date; dedication; preface; maps and illustrations; glossary; notes; bibliographies of other books on the same or related topics.

LESSON 4

CYCLE 1

Dictionaries : Guide words at the top; spelling; pronunciation; syllabification; accent.

CYCLE 2

Dictionaries : Physical make-up; comparison of different dictionaries; foreign words and phrases;

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names of places and persons; abbreviations; proof readers' signs; flags of nations; other unexpected extraneous information.

LESSON 5

CYCLE 1

Reference books: Encyclopedias; inclusive letters at the back and on the title-page; index.

Who's Who: Year of issue, only living people; brief biographies.

CYCLE 2

Reference books: Encyclopedias; date; exhaustiveness; illustrations; maps; index; bibliographies; index volumes; map volumes. Year-books; current information; recent statistics; world events; sports. *Who was Who*; frequency of publication; only dead people. Biographical dictionary; only dead people; supplements. Atlases; scope; material in addition to maps; population; location of places with the aid of index.

LESSON 6

CYCLE 1

Classification and cataloguing: Reading shelves; guide cards in the classified part of the catalogue; class number; book number; card cabinet; arrangement of trays; arrangement of cards; arrangement of entry on a card.

CYCLE 2

Classification and cataloguing: Need for classification; main classes; their filiatory order; divisions of a subject; class number; plan of the stack room; types of catalogue entries; main and added entries; questions answered by different types.

REFERENCE SERVICE
LESSON 7
CYCLE 1

Periodical publications : Current events; newspapers; magazines; issues; continuous pagination; volume, title-page and index.

CYCLE 2

Periodical publications : Periodicity; composite authorship; specialization of subject-matter; standard; cumulative indexes; collective indexes; abstracts, · annuals, Government reports and other serials.

LESSON 8
CYCLE 1

Note-taking : Purpose; how to take notes; notes in one's own words; extracts and use of quotation marks; source—call number, heading, title, page reference; samples of notes.

CYCLE 2

Maintenance of diary : Instruction in and demonstration of diary of books read and consulted.

Note-taking : Personal shorthand; abbreviation of commonly recurring words; omission of connecting auxiliary words; comparative study and analysis of actual notes of several children.

LESSON 9
CYCLE 1

Bibliography : Meaning; use; samples; at the bottom of pages; at the end of chapters; at the end of books; at the end of articles in encyclopedias; independent bibliographies; *Reader's Guide*; library catalogue; *Guide to Historical Fiction*.

Bibliography : Further sources; at the ends of articles in periodicals; published reading lists; calendars of universities and other bodies.

Compilation of bibliographies : Sources; reference books; treatises; books on related subjects; periodical indexes; pamphlets and clippings filed by the librarian.

Mechanics of compilation : Each entry in a separate 5"x3" slip; each entry to give call number, heading, title, pages or chapters, volume number and date, and author and title of article in the case of a periodical; filing of slips; receptacles for slips; demonstration and drill work.

232 SERVICE TO INDIVIDUAL READERS

Reference service is, as we stated at the beginning of this chapter, essentially personal in its nature. Hence in a library its ideal is only reached in service to individuals. Such individual service is of two kinds : ready reference service and long-range reference service.

2321 READY REFERENCE SERVICE

Ready reference service is service furnished in a very short time—in a moment if possible. In other words time is of basic importance in this service. It usually takes the form of helping an inquirer to find the fact he wants from reference books and occasionally even from ordinary books. In a school library this service should not go to the full length of finding the fact for the pupil, as stimulation of self-help is of the very essence of such libraries. Nor should the service shrink to the other extreme of providing the books but keeping absolutely out of the way of the pupil. It is the *via media* that should be pursued. The librarian

should take an active interest in the reader's pursuit of facts, should give him a helping hand when he is caught up in difficulties, should divert him from an utterly wrong course by gentle and suggestive questions, should suggest to him the need for looking up supplementary sources and should finally satisfy himself whether the pupil has got the right fact. Why such help is necessary and how exactly it should be rendered are discussed in detail along with a number of case studies in part 2 of my *Reference Service and Bibliography*. A perusal of the relevant pages of that book will amply repay the reader, but to reproduce them here would take this book beyond reasonable limits.

2322 LONG-RANGE REFERENCE SERVICE

Long-range reference service differs from ready reference service in the longer time permitted to complete it. It will also go beyond the use of reference books by pressing into service all kinds of published and even unpublished material. It often helps in the location of facts which are quite out of the way and are either too new or too old to find a place in ordinary reference books. It may also help in furnishing the reader with opinions and points of view of different shades. Long-range reference service will therefore involve much time in shelf study, in getting materials and even in pursuing correspondence with outsiders. In all these processes, the reader must be regarded as a partner and must be told and shown how his problem is being pursued. Here again it is impossible to go into further details. Part 3 of *Reference Service and Bibliography* gives a full discussion, develops the necessary technique and gives several illuminating case studies.

233 SERVICE TO THE CLASS

Service to the class is a form of reference service which is peculiar to school and college libraries. It is by its very nature of the long-range variety. It may be done either on demand or in anticipation.

2331 SERVICE ON DEMAND

A teacher may notify the librarian that he is pursuing a certain topic in the class and that he would be thankful to have relevant material assembled for the benefit of his class. The librarian then carefully picks out all the books, the whole or part of which is relevant to the topic; he delves into the cabinet of clippings and combs out helpful ones; he selects from the photograph, lantern slide and cinema collections all that may charge .the pursuit of the topic with realism; and if his catalogue has, as it should have, cross-referred to illustrations in books, he should also assemble all the relevant books, with book-marks inserted in the proper pages. He makes a temporary special sequence of them; he sends such of the materials to the classroom as the teacher seeks to have; he fits the sequence with necessary guides and placards and maintains it till all the pupils of the class have had a chance to look through them. When the teacher and class report 'Done', he redistributes the materials to their proper places, having previously made a list, so that a similar special sequence may be formed more expeditiously if it is in demand on a future occasion.

2332 SERVICE IN ANTICIPATION

An enterprising librarian may form similar temporary special sequences on topics that are likely to be in demand. Once the topic is chosen, the routine of the service is similar to that described in the preceding section.

CHAPTER 24

ISSUE WORK

240 INTRODUCTION

The apparatus for issue work in libraries stands in urgent need of being modernized. The fourth law of library science — 'Save the time of the reader' — would protest that the old leisurely way of issuing books adversely affects the psychological tempo of readers who are just developing a wish to use the library. There is no justification for perpetuating the old method of keeping books in locked cupboards, separating readers from them by severe barriers, asking them to apply for books with the aid of the catalogue and *doling out the books to an impatient crowd elbowing* at one another, some of them having to go away in disappointment because their books are out on loan. Nor is it proper that the time of the do-all librarian be consumed in writing ledgers and cancelling entries in them during most of the day.

Under the urge of the laws of library science the library profession has, during the last five decades, evolved an issue method which is simplicity itself and at the same time secures lightning speed and fool-proof accuracy. It further keeps the reader actively engaged while in the library; it leaves no moment to be spent in impatient waiting. The new method may be described as that of 'Open access *cum* reader's ticket and book-card'.

241 OPEN ACCESS

The democratic spirit of modern libraries gives the reader the same freedom and privilege as the librarian has to walk among the book stacks, browse

123

round, pull out books at will, dip into them and select what he wants by actually tasting them in the stack room. This is called the 'Open-access system', this extreme freedom inside the library implies extreme vigilance at the entrance and exit, which are at the counter of the library, all other openings being barred. The exit and entrance are fitted with wicket gates which will not open unless the counter-assistant releases them by pedals which are under his feet. The counter-assistant must be all vigilance and the wicket gate arrangement kept always in good repair.

242 ISSUE WORK

The 'reader's ticket, book-card' method of issuing provides each volume in the library with a small book-card inside a pocket pasted on the inside of the front cover. This card gives the call number of the book, its author, and its title. Each borrower is provided with as many tickets as the number of volumes he is entitled to borrow at a time. This ticket itself is in the form of a pocket that will just take a book-card. The book also has a date label pasted on the very first page. Issuing the book consists of stamping the due date on the date label, pulling out the book-card from the pocket in the book and inserting it into the ticket of the borrower. The coupled 'book-card and reader's ticket' is filed in the order of the call numbers, in the 'charged tray' behind the date guide, showing the date not later than which the book is to be returned to the library. This 'charged tray' will furnish all the information that a charging system may be expected to give.

When the book is returned, the call number of the book and the due date stamp on its date label help the counter-assistant to locate the related book-card in the 'charged tray'. Then the coupled 'book-card and

reader's ticket' are taken out. The book-card is inserted in the pocket of the book and the ticket is handed over to the borrower.

243 MEMBERS

Persons entitled to borrow books from the library may be called members. On enrolment, each member must be given as many borrower's tickets as the number of volumes he is entitled to take out at a time. Each ticket should mention the name of the member and his address; it should also mention the member's serial number. There should be a register of members in which their names are entered against their serial numbers.

244 OVERDUE REGISTER

There should be an overdue register, in loose-leaf form, which gives one leaf to each member. The leaves are to be filed alphabetically under the names of the members. Whenever a book is not returned on or before the due date, an entry should be made in the leaf assigned to the member concerned. The entry should show the call number of the book overdue and the due date. When the book is returned, the date of return must be noted in the next column. The columns after that should show successively the number of days it is overdue, the amount overdue charged and information about its collection.

245 LIBRARY RULES

A set of model library rules is given here.

1 *Hours of Opening*

11 The hours when the library will be open shall be fixed by the library committee from time to time.

12 The library committee has decided as follows for the time being :

PART II: LIBRARY PRACTICE

The library shall be open on all days from 7 a.m. to 9 p.m.

N.B. The loan counter shall be closed half an hour before the closing of the library.

2 *Admission to the Library*

21 Sticks, umbrellas, boxes and other receptacles and such other articles as are prohibited by the counter-assistant shall be left at the entrance.

22 Dogs and other animals shall not be admitted.

231 Silence shall be strictly observed in the library.

232 Spitting and smoking are strictly prohibited.

233 Sleeping is strictly prohibited.

241 No person shall write upon, damage, or make any mark upon any book, manuscript or map belonging to the library.

242 No tracing or mechanical reproduction shall be made without express permission from the library committee.

243 Readers shall be responsible for any damage or injury done to the books or other property belonging to the library, and shall be required to replace such books or other property damaged or injured or to pay the value thereof. If one book of a set is injured, the whole set shall be replaced, the value being immediately deposited with the library for return after the set is completed.

244 Before leaving the library, readers shall return to the counter-assistant any books, manuscripts or maps which they had taken for consultation.

3 *Loan Privilege*

31 The following are entitled to take books out on

loan after enrolment as members . . . (Each library will have to decide its own conditions.)

32 Each member shall be given three reader's tickets. A book will be lent to a member only in exchange for one of his tickets, which will be handed back to the member when he returns the book, unless it is returned after due date, in which case the ticket will only be handed back when the overdue charge has been paid.

33 Each member shall make a cash deposit of Rs. . . . and it will not be repaid until all the books and the dues outstanding against the member and all his reader's tickets have been duly returned.

34 A member who has lost a ticket shall make a written report of the same to the committee.

35 Three months' time shall elapse after the date of such notice, before a duplicate can be issued. During this period, the member shall attempt to trace and recover the ticket if possible and send a second report at the end of the period, stating the result of his endeavours.

36 If the ticket has not been traced, the member shall give an indemnity bond in the prescribed form and pay a fee of as. . . . for each duplicate ticket required.

37 After the receipt of the indemnity bond and the fee, the duplicate ticket will be issued.

4 *Conditions of Loan*

41 Each member may take out on loan not more than three separate volumes at a time.

42 Before leaving the counter, the member shall satisfy himself that the book lent to him is in sound condition. If it is not, he shall immediately bring the matter to the notice of the librarian or, in his absence,

his deputy; otherwise he is liable to be held responsible for the replacement of the book by a sound copy. If one book of a set is injured or lost the whole set shall be replaced, the value being immediately deposited with the library for return after the set is actually replaced.

43 Periodical publications, dictionaries, works which might be difficult to replace and such other works as may be declared reference books by the librarian shall not be lent out.

44 Members are not allowed to sub-lend books belonging to the library.

45 All books shall be returned at the expiration of a fortnight from the date of issue. Books which are temporarily in special demand may be lent for such shorter period as may be necessary or may be temporarily declared reference books under rule 43. Loans may at any time be terminated by order of the librarian.

46 If a book is not returned to the library when due, an overdue charge of one anna per volume per day shall be levied.

47 Loans may be renewed for a further period of one fortnight provided :

(i) The renewal application reaches the librarian not less than three and not more than six clear days before the date on which the books are due.

(ii) No other reader has applied for the books in the meantime.

(iii) Not more than three consecutive renewals shall be allowed for the same book without its production in the library for inspection.

In case condition (ii) is not satisfied, the librarian shall cause a letter to that effect to be

sent to the member concerned, and the books shall be returned on the due date.

48. A member against whom any overdue or other charge is outstanding shall not be allowed to borrow books from the library.

ROUTINE

250 INTRODUCTION

Apart from the items of administrative routine which a library shares with other offices, its distinctive routine relates to books, their selection, purchase, payment, inclusion in stock (or accessioning, as it is termed), their preparation for use and their circulation. The last of these operations has been described in chapter 24. In regard to the others, there is some difference between books *qua* books and periodical publications. In the case of periodicals the finished book does not come out at once, but in successive fascicules at regular, and more often irregular, intervals and these have to be gathered together as soon as the title-page and index arrive and made into a volume. Further, the fascicules should be put to use as and when they come and not allowed to lie idle until a volume is completed and bound.

251 BOOK-SELECTION

The first step in the distinctive part of library administration relates to book-selection. This is conditioned by three factors :

1. The demand.

2. The supply or the extent and nature of the availability of books in the market, preference always being given to sumptuous editions on good paper with large type and plenty of illustrations.

3. The total finance available and the proportion in which it is allocated to different subjects and standards in relation to the strength or weakness of the already existing collection in the various subjects and standards.

ROUTINE

Within the limits set by the above three factors the
sources for book selection should be scanned systemati-
cally as and when they become available and a book-
selection card should be prepared for each selected
item. It should be roughly classified and its standard
symbol should also be tentatively put on the card.
These cards should be filed in a classified order in
different sequences according to the standard. The
accumulated cards should be discussed at convenient
intervals with the concerned teachers or specialists and
the selection finally made and the sanction of the
headmaster or the library committee obtained.

2512 SOURCES

The chief sources are the *Bookseller* and the *Publishers'*
Circular of Great Britain and the *Publishers' Weekly*
of the United States which are weeklies; the *Quarterly*
List of publications issued by the Registrars of Books
of the provinces in India; the *English Catalogue* of
Great Britain and the *United States Catalogue* which
are available as annuals; the catalogues of individual
publishers and booksellers; the bibliographies in
books; independent bibliographies; book reviews in
periodicals, and several book-selection lists published
by Governments or national organizations either
periodically or occasionally such as pamphlet No. 8 of
the Indian Bureau of Education entitled *Libraries in*
Indian High Schools, the Bibliographies published
annually in the *Childrens' Library Year-book* inaugu-
rated by the American Library Association and *Books*
for Youth published by the British Library Association.
A descriptive account of the sources is given in part 4
of my *Reference Service and Bibliography* and a list of
them in part 5 of the same book which forms its second

volume. Further details of the routine of book selection will be found in chapter 1 of my *Library Administration*.

2513 BOOK-SELECTION CARD

A book-selection card is best printed in 8-point type on cards 5″ x 3″ cut from white Bristol boards. Its headings should be as follows:

[FRONT]

Ac. No.		Don. No.	Wl. No.
Cl. No.			
Heading			
Title			
Size	Colln.	Edn.	Yr.
Pubr.		Pub-price.	
Series, etc.			
Review			
Reference			

[BACK]

Vendor			Cost
	Date	Initials	Indian
Seln.			Foreign
Apprd.			Order No.
Order			Voucher No.
Recd.			
Paid			
Accnd.			
Cut			
Clasd.			
Cat.			
Shld.			
Bound			
Wl.			

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252 BOOK ORDERING

The work of ordering books in Indian libraries is at present more difficult than it is elsewhere. It is

European books, and particularly English and
American books, that figure most in Indian libraries.
Thus, the chief book markets are thousands of miles
away in far-off London and New York. As a result,
Indian libraries are not able to get books on approval
or to choose between different editions. The task of
deciding whether a new edition is substantially different
from the one the library already possesses becomes ex-
tremely difficult. The book order section in Indian
libraries has therefore to take a much greater responsi-
bility and put in much more work in checking the
indents with the stock than similar sections in European
and American libraries.

In the matter of Indian publications, the situation
is even worse. The publishing trade is not yet properly
organized in India. Nor is there a bookselling trade,
except for textbooks. In many cases, the author him-
self has to play the role of publisher and bookseller.
He may live in an out-of-the-way place, and as may be
expected, he has not developed business methods. Not
infrequently it happens that he does not respond at all
to orders.

2521 STANDING VENDORS

It is a moot point whether it is advantageous for a
library to buy its books directly from the publishers or
through a standing vendor. In the case of Indian
books, the question is easily decided in favour of the
former alternative. For India has not yet developed a
reliable, painstaking and organized book trade. Hence,
the only satisfactory procedure is to deal directly with
the publishers or the authors, as the case may be. The
position is, however, different in the case of European
and American books. Here, it is an advantage to have
a standing vendor.

2522 ORDERING

The finally sanctioned book-selection cards should be arranged alphabetically under authors and carefully checked with the stock, to eliminate unintended duplications of all kinds. An order should be typed with the aid of the surviving cards and sent to the vendor. The corresponding book-selection cards now gain the status of order cards and their tray becomes the order tray.

2523 RECEIVING THE SUPPLY

When the supply arrives, the order card should be lifted from the order tray and inserted on the title-page of each book. When all the books have got their respective order cards, they should be carefully collated, scrutinized and approved only if they answer to every detail furnished in their respective order cards. Then they are passed on for classification, cataloguing and shelf-registering. Defects may also be detected at this stage. Hence, cutting, stamping, accessioning and payment should be deferred till this stage is over.

Full details of this routine and a discussion of the various difficulties that may crop up and of the means of dealing with them are given in chapter 4 of my *Library Administration*.

253 PERIODICAL PUBLICATIONS

Periodicals are prone to develop idiosyncrasies of several kinds. Of these irregularity in publication and supply is the one that a school library or public library may meet with most often. If the non-receipt of a particular number is not brought to the notice of the vendor promptly, there is a great probability of the library never getting it. Hence the greatest amount of vigilance and promptness is necessary in dealing with periodical publications and must be achieved without

undue dependence on mere memory. It is best done by means of a simple card system. A card 5″ x 3″ will last for 6 years for weeklies and for twentyfive years for monthlies, if they are ruled on both sides as in the accompanying example. A tick in the appropriate square indicates receipt. Each issue is then stamped and released for use. It may not be worth while to bind and preserve all periodicals. What must be preserved should be decided by the authorities.

TITLE									PAYMENT				
									Vol. or Year		Voucher No. and date		
VENDOR													
Cl. No. Period Order No. & Date													
									Annual subs.				
Vol.	Year	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
C 331													

254 ACCESSIONING

Every volume to be included in the stock of the library must receive a serial number called the accession number. Donated books must receive a donation number, in addition to the accession number. As soon as the classification and cataloguing of books and completed volumes of periodicals to be preserved are finished, the purchased books should be arranged in the order in which they are entered in their related bills, and the periodicals and the donated books in their call number order. The related shelf-register cards and order cards should also be arranged in an exactly parallel order, the librarian remembering to supply green and red cards, similar to order cards in detail, for the donated books and completed volumes of periodicals. A reference to the accession cabinet will show with what accession number and donation number he should begin. Starting with these numbers he will assign the accession and donation numbers, if any, in correct numerical order to the shelf-register cards and the order cards—the old white ones and the improvised coloured ones. He will then copy these numbers on to the backs of the title-pages of the respective books and copy the accession numbers against the respective items in the bills for the purchased books, striking off the items not supplied or rejected. The bill can then be passed for payment. On receiving accession numbers, the order cards, old as well as improvised, attain the status of accession cards and they should be filed in the order of their accession numbers in the accession cabinet and kept under lock and key, as they constitute the basic record of the books in the library, giving, as it were, a complete history of the respective books.

Further details of this routine and the complications that may arise are discussed in chapter 4 of my *Library Administration*.

255 PREPARATION OF THE BOOKS

After accessioning is over but before the books are released for use, further routine should be gone through. The catalogue cards should be filed properly in the catalogue cabinets. While they are filed, necessity may arise either to correct or consolidate the cards which exist already. The correct routine for these processes is given in detail in chapter 5 of my *Library Administration*.

2551 CUTTING OPEN AND EASING

Then the books themselves should be prepared. The back should be eased by opening the book somewhere in the middle, placing it on a flat table and gently running the thumb from the top to the bottom along the inner margin, working one's way through the book to the two covers, turning a few leaves at a time, and simultaneously pressing. As the glue at the back of the volume is likely to have hardened, this easing work has to be done in a very careful and gentle way, so that the back of the book does not break. The pages should be cut open with a cutting bone and not with a finger or a pencil as the latter will fray the edges and even damage the text in books with narrow margins. Then the library stamp should be put without disfiguring printed matter in certain conventional pages such as the lower half of the half-title page, the lower half of the back of the title-page, the top of the first chapter, the bottom of the earliest chapter that ends after the fiftieth page, the bottom of the last page, each map, plate, etc., and so on.

2552 TAGGING

After the stamping is over, stick a tag on the back (or spine) of the volume. If there is a jacket, the jacket should be removed temporarily for this purpose and replaced after the tagging is over. The tag should be applied exactly one inch above the bottom of the book. It will be convenient to have a piece of metal, half an inch wide and bent at right angles with each of the arms exactly one inch long to mark the position for applying the tag.

If the volume is too thin to have the tag on its spine fix it on the front cover close to the spine, adjacent to the position it should have occupied on the back.

2553 POCKET FIXING

After the tagging is over, paste a book pocket on the inside of the front cover at a distance of one inch from the bottom edge and one inch from the back edge of the cover.

2554 DATE LABELLING

As soon as the pocket-fixing is over, fix the date label to the volume. The date label is to be gummed only along the left edge and it is to be fixed on the very first page after the cover, whether that page is an end-paper, half-title, title-page or, as it occasionally happens in the case of Indian books, the contents page or the first page of the text. Care must be taken to fix the date label so that its edges are exactly parallel to the edges of the volume. Again, if the size of the date label is smaller than the size of the volume, it should be fixed symmetrically except that the pasting done should be only along the left-hand edge of the page. If the size of the date label is bigger than that of the volume, the date label should be cut to the size of the page along the bottom and the right-hand edge.

The jobs involved in the preparation work may perhaps be best done one after the other for all volumes to be treated, instead of doing all the jobs together for each volume. As soon as all the jobs are over, the volumes are to be passed on to the next stage, viz. volumes numbering work.

2555 VOLUMES NUMBERING WORK

For numbering work it will be found best to take call numbers and accession numbers from the related accession cards rather than from the backs of title-pages, which involves turning through a number of pages in each book and carrying the numbers in one's head. Mistakes are thereby likely to arise. Remember to copy the sequence symbols[1] also.

This numbering should be done on the back of the jacket, on the tag at the back of the book, on the date label, at the bottom of the last page of the book and on the top of the first chapter starting after the fiftieth page.

Then the book card should be written and inserted in the book pocket.

2556 VERIFICATION

When all this preparation is over, the volumes should be arranged in sequence. The shelf-register cards should also be arranged in parallel order and all the numbers written in the various places, in the book and elsewhere, should be carefully verified. The volumes can then be shelved in their proper places and the shelf-register cards also inserted in their proper places.

256 WITHDRAWAL

When a book is withdrawn from the library, either because of loss or damage, because it is out of date or

[1] See Section 2531.

for any other reason, its shelf-register card should be marked with the date of and authority for withdrawal and filed in a classified order in the 'withdrawn sequence'. The related catalogue cards should be withdrawn and destroyed, remembering that the back of the main card will indicate the 'added entry cards' that should also be withdrawn. Then the accession card should also be marked with the date of and authority for the withdrawal but left in its own place in the cabinet.

257 SHELF WORK

The shelving of new books in their appropriate places, the reshelving of books returned after consultation or from loan, the maintenance of correct order among the books on the shelves (or shelf-rectification as it is called), the minor repairs of books, the rebinding of worn-out books, the periodical withdrawal of books either beyond repair or grown out of date, the periodical rearrangement of books in the light of experience in fulfilment of the laws of library science, and the consequential rearrangement of shelf-register cards in accordance with the *principle of parallel movement*[1] and the verification of stock are among the chief items of work usually entrusted in large libraries to a special section of the staff called the shelf section. A full discussion of the job-analysis and routine of this work is given in Chapter 8 of the *Library Adminis- tration*, of which a résumé is given here.

2571 SEQUENCES AND SEQUENCE SYMBOLS

All the books in a library cannot with convenience to readers, or without injury to the books themselves, be arranged in one classified sequence. They have to be kept in several parallel classified sequences, either

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[1] See Section 2574.

because of the peculiarities of their physique or of their wide variation in standard. When books have to be reshelved, there should therefore be some sequence-symbol on each of them to show to what sequence each belongs. Such sequence-symbols are best put in association with call numbers, and in all places where they occur in the books as well as on their records — like accession register, shelf-register and catalogue.

2572 PHYSICAL PECULIARITIES

Here is a scheme of sequence symbols for sequences necessitated by the physical peculiarities of the books :

1. Pamphlets or undersized books sequence	underlining of book number
2. Oversized books sequence	overlining of book number
3. Books with too many plates and other books to which open access cannot be given — special sequence	underlining and overlining of book number

2573 TOPICAL SEQUENCE

It is very necessary that temporary topical sequences should be formed from time to time. These sequence symbols may have to be improvised suitably from time to time.

2574 PRINCIPLE OF PARALLEL MOVEMENT

The shelf-register cards, of which there will be one and only one for each book, should be filed in an order strictly parallel to the order in which the books are shelved. Hence they will also be in as many sequences as the books themselves. As the books are transferred from one sequence to another, the corres-

ponding shelf-register cards should also be moved accordingly. This is called the *principle of parallel movement*. The mobility we gain from this principle is of considerable value as it admits of changing the arrangement of books as often and as much as may be required for the ideal fulfilment of the laws of library science. Even temporary sequences that are necessitated for administrative convenience—e.g. binding sequence, duplicate sequence, and so on—are made possible and are best controlled by this principle.

2575 STACK ROOM GUIDE

In an open access library, there should be plenty of guides in the library—tier guides, gangway guides, bay guides, and shelf guides. In addition it is also necessary to have a guide plan for the stack room as a whole. This plan should be redrawn every time books are rearranged in the stack room. It should be put up prominently near the entrance to the stack room. Similarly the tier guides and gangway guides should be re-examined every time rearrangement is made. They may have to be either rewritten or merely transferred. Bay guides also require similar scrutiny and periodical shifting or renewal. Bay guides may require more frequent attention than tier guides.

These guides are best stencilled with Indian ink on the white background provided by a white sheet of paper pasted on stiff cardboard $15'' \times 6''$.

The shelf guides will require attention even more frequently. It is a good plan to walk through the gangway once a month carefully examining the shelf guides and making necessary adjustments and alterations; for there is nothing more annoying than having a shelf guide against books which do not relate to that guide; nor is it seemly to have a dirty, worn out or faded shelfguide. As these are looked into quite often

by the readers, they should always be kept in a trim and correct condition.

The shelf guides are written on strips of white Bristol board $5'' \times \frac{3}{4}''$.

2576 MINOR REPAIRS

The most frequently occurring item of minor repair in the library is the renewal of worn out or defaced tags on the backs of books; the call number should be rewritten on new tags quite accurately and it is a good plan to verify them before the books are replaced. The date labels in the books should be renewed if they are completely filled up. Here again the call number should be accurately written and verified as any mistake here will hold up the easy flow of issue work. It is also desirable that loose plates and leaves should be pasted down properly and that backs should be trimmed whenever necessary.

Books are picked out for these minor repairs most effectively when they are being replaced, except that books which require renewal of date labels are more conveniently picked out and kept aside for treatment when they are discharged from loan.

Another useful treatment that may be given to books is to rub off, if leisure can be found for it, the pencil marks made by readers. It would be an effective means of developing a good civic conscience in regard to this unwholesome habit of marking library books if the services of the readers could be requisitioned for rubbing off of such pencil marks.

2577 BINDING

Books in a school library should be able to stand a good deal of wear and tear. Hence, it is good policy to give them a reinforced library binding. The specification for binding and the routine connected with it

are fully described in chapter 995 of the *Library Administration*.

2578 STOCK VERIFICATION

The dislocation necessary for stock verification can be reduced to a minimum if shelf-register cards are maintained in accordance with the principle of parallel movement. There will be no need to close down the library for the purpose, nor is it necessary to recall all the books from borrowers. In a school library, the long vacation at the end of the academic year affords a good opportunity as the library is virtually closed at that time. It must be stated here that in an open access library some loss must be expected in spite of the greatest vigilance on the part of the staff. Hence unless there are reasons to suspect foul play or wanton negligence on the part of the staff, the management must be prepared to write off some books every year— say about one volume in every 2,000 volumes, issued for consultation or on loan. In modern business, allowance is made for depreciation in the annual balance sheet. This depreciation column should accommodate the value of the volumes to be written off because of their having become out of date, or having been worn out beyond repair or having been found missing. Whenever a missing book is retraced, it should be brought back to stock. To facilitate this, the shelf-register cards of all written-off books should be filed in a separate tray.

LIBRARY STANDARDS
261 NUMBER OF VOLUMES

There are several ways of measuring library service. One is to consider the number of books available in the libraries of a country. England has 28 million volumes, and the United States, 68. What about India? Confining ourselves to the Province of Madras, though no accurate census of books has been taken, it is estimated that its libraries have less than one million volumes.

262 NUMBER OF VOLUMES PER HEAD

The total number of volumes may not be as reliable an index as the number of volumes per head of the community. Norway has 3 volumes per head; Sweden $1\frac{1}{2}$; England and America, half a volume each. Can India claim to have on its library shelves even 1/100 of a volume per head?

263 NUMBER OF VOLUMES ISSUED PER HEAD

But we have said in chapter 16 that it is not mere books that constitute a library. The number of volumes existing per head is less a significant measure of library service, then, than the number of volumes issued per head every year. In Czecho-slovakia each citizen borrows 18 volumes a year; in Denmark, 5; in England, 4; in Germany, $1\frac{1}{2}$. Does the annual issue per head in India reach even 1/1,000 of volume?

264 PERCENTAGE OF POPULATION SERVED

Even the issue per head may mislead. A few bibliophiles who spend more time in the library than anywhere else can easily swell this figure. It must be corrected, therefore, by considering the percentage of the population that is reached by the libraries. In

Denmark 16% of adults use public libraries; in England and Sweden, 12%; in Germany, 2.6%. Does even one man in ten thousand use libraries in India? Even if we confine ourselves to the comparatively few who are literate, can we say that even 1% of them use libraries?

2641 THE AMERICAN STANDARD

The United States of America has the following minimum standard:

FOR CITIES WHOSE POPULATION	THE o/o REGISTERED IN LIBRARIES IS
EXCEEDS 1,000,000	25
LIES BETWEEN 200,000 AND 1,000,000	30
LIES BETWEEN 100,000 AND 200,000	35
LIES BETWEEN 10,000 AND 200,000	40
IS LESS THAN 100,000	50

2642 THE READERS OF AN ENGLISH TOWN

The following figures show how library service penetrates the various strata of society in an English town. Of its 15,000 readers, 4,000 are women engaged in domestic work and the remaining 11,000 represent 250 trades and professions. 700 are labourers; 600, clerks; doctors, night watchmen, nurses, pawn-brokers, soldiers, umbrella-makers and undertakers are equal at 71; then there are 47 bus-drivers, 33 butchers, 29 clergymen, 22 artists, barmen and cleaners; 13 bakers, 1 blind person, 1 bill poster, 1 chimney-sweep, and so

on. When will Indian towns have so variegated a list of readers and so high a standard of adequacy in its library service?

2643 THE READERS OF AN INDIAN TOWN

But we have already seen that there is at least one Indian State (Baroda) that has faith in the library as a means of education. Baroda has been pursuing a forward policy in library matters since 1911, with the result that of the 4,584 readers of the capital, Government servants other than teachers are 1,204; high school students, 1,023; college students, 475; housewives, 379; middle school students, 342; artisans, 214; traders, 207; teachers, 172; technical students, 119; domestic servants, 112; advocates and doctors each, 28; bankers, 20; builders, 2 and others, 259. No other town in India can perhaps show such library statistics at present.

265 EXPENDITURE

In the currency civilization in which we are living, it is usual to measure everything in terms of money. From this point of view the measure of library service in England is an average annual expenditure of about Re. 1 per head. In the United States of America it is about Rs. 2. In the State of Baroda, most forward in India though it is in library matters, the annual expenditure per head is only one anna. Of the 73% of the population of the United States who enjoy a library service, only 7% have libraries with an annual expenditure of less than Rs. 4,000. The libraries of the remaining 66% spend more than Rs. 4,000 a year. Fifty-six of the 73% have libraries that spend more than Re. 1 per head every year. Certain villages in Baroda, however, reach high levels of library service. Ranoli with a population of 857 spends as much

as 7-2/3 annas per head per year; Karjan spends 6 annas a head on its population of 3,920; Maneja sets apart 4¼ annas for each of its 266 inhabitants.

The report of the Library Development Committee of Bombay (1939) estimates that the annual library budget of the Government, when every village has adequate library service, will be about Rs. 1,50,000.

According to the scheme set forth in my *Post-War Reconstruction of Libraries in India,* the nation as whole must spend 8 annas per head per year on its library system. This would mean an annual library budget of 14 crores of rupees. Half this amount will have to be found by local rates and the rest mostly from provincial funds. This provision for libraries in a provincial budget would be roughly 5º/ₒ of the provision for education.

266 LIBRARY SERVICE IN THREE COUNTRIES

The following table explains itself. But in interpreting it, it must be borne in mind that Croydon and Los Angeles are typical of England and the United States, while Baroda is an exception in India. The ambition and endeavour of the present generation in India should be to bring every province to the level of Baroda. Only so will universal, perpetual, self-education become a reality.

DETAILS	BOROUGH OF CROYDON, ENGLAND	COUNTY OF LOS ANGELES, CALIFORNIA	BARODA STATE, INDIA
AREA (sq. miles)	14	3,406	8,135
POPULATION	241,739	594,190	2,800,000
PERCENTAGE OF BORROWERS	28.7	23.1	39.3
ANNUAL ISSUE (volumes)	2,050,820	3,328,671	1,000,000

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LIBRARY STANDARDS

DETAILS	BOROUGH OF CROYDON, ENGLAND	COUNTY OF LOS ANGELES, CALIFORNIA	BARODA STATE, INDIA
ANNUAL ISSUE PER HEAD (volumes)	8.5	5.6	0.4
ANNUAL EXPENDITURE (rupees)	320,000	780,000	172,380
ANNUAL EXPENDITURE PER HEAD (rupees and annas)	1-5	1-5	0-1
NUMBER OF STAFF	73	273	32
NUMBER OF VOLUMES IN STOCK	204,168	455,673	1,122,268

PART III

THE NATIONAL LIBRARY SYSTEM

CHAPTER 31

INTRODUCTION

We have said, in Chapter 12, that one of the functions of the school should be to fit its pupils for perpetual self-education through libraries. Before they leave school, then, they must understand the library system of their country. They must know of all the different types of libraries available for adults, their distinguishing characteristics and how they are integrated into the national library system. All this information will not, of course, be given in one breath : all that is required is that before they leave school it shall have become part of the pupils' common knowledge.

311 THE LIBRARY EXCURSION

To achieve this end and to whet their appetite for the treasures that lie open to their youth and maturity, school-children should visit, with their teachers, libraries of as many different kinds as possible. The visiting of libraries may be woven into the excursion programme of the school.

312 ANTICIPATORY INSTRUCTION

In countries where national library systems are fully developed this part of library instruction can be thoroughly realistic. In India, however, some of it must, at present, be theoretical or speculative—pupils will have to be told what is to be expected in the national library system rather than what exists. But such anticipatory instruction can be justified on two

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grounds. In the first place, it is not impossible that the Indian Library system may reach maturity during the lifetime of those who are now at school; then it must be possible for them to make the fullest use of it.

3121 VALUE AS PUBLICITY

Secondly, if a national library system is to be established there must be a weight of public opinion favouring, or rather demanding, it. If our schools are to discharge their function of equipping pupils for perpetual self-education, it will not be enough if they merely induce the habit and desire of reading; they must do all they can to make a conscious demand for a national library system without which this good habit cannot bear full fruit.

313 LONG RANGE ACTION

In proportion to the immense and lasting benefit that a well-ordered library system can give, it requires long preparation. As is often the case with fundamental social institutions its foundations must be laid in the youngest and this demands farsight and wise planning.

314 LEGITIMATE PROPAGANDA

Since the national library system has yet to take shape in India, the schools have a special responsibility in disseminating correct ideas about it. This cannot be branded as an importation of extra-academic motives, for such propaganda, if propaganda it be, is for education itself.

ACADEMIC LIBRARIES

The first of the various kinds of libraries that may be linked into a national system is the academic library of which the school library we have been dealing with is the fundamental form.

321 THE RANGE OF THE SCHOOL LIBRARY

A school is expected, in principle, to deal with all the members of a community who are of an age to attend it. It has therefore to help the unfoldment of a never-ending variety of personalities. It is here, then, from the beginning, that a great variety of books is needed—variety not only in the matter expounded but also in the standard and style of exposition. Here we have the library world in little, and it must be a complete and perfect microcosm.

322 COLLEGE

But it is (or ought to be) only the most gifted, on the other hand, who enter college, and even this limited section of the community is distributed among a number of institutions that cater for different interests. The aim of work at college is twofold :

(a) In the earlier years, acquisition of the minimum essentials of information and an introduction to the methods of thought and work in certain special fields of knowledge.

(b) In the later years mastery of the subject-matter and methods of thought and work in a specific field.

3221 LIMITED IN VARIETY

The specialization will naturally limit the variety of books in a college library. The continuous, intensive, intellectual pursuit that students accept with willing-

ness at the college stage will tend to crowd out recreative literature in favour of informative. For recreative reading, the college student will turn to the public library.

3222 LIMITED IN RANGE

The college library, moreover, is limited to certain special subjects and those closely related to them. For books occasionally required on other subjects, the college student will turn to the university library.

3223 LIMITED IN STANDARD

The school must deal with pupils at sharply varying intellectual levels and at a period of rapid mental growth; but the freshman and the final year student of a college differ comparatively little in general intellectual standard. The college library, therefore, needs far fewer grades of books than the school library. On the one hand it needs no elementary books, on the other none, in general, that satisfy the standards of post-graduate research. Though the staff and the exceptional student may need such books, it will be more economical for the college library to limit itself to a certain basic collection only of such books; for they may be supplemented by borrowing from the university or from a special library.

323 THE LIBRARIES OF LEARNED BODIES

The libraries of learned bodies devoted to special fields of research are not only still more limited in range but confine themselves, in their chosen field, to books of the highest standard.

3231 IN INDIA

India has a few such libraries. For example : the library of the Indian Mathematical Society at Poona, the libraries of the Indian Chemical Society, the Indian Botanical Society and of the various Historical

Societies at their headquarters in the various provinces.
The Library of the Royal Asiatic Society of Bengal,
of the Bombay Branch of the Royal Asiatic Society
and of the Madras Literary Society should also be
mentioned in this connexion. Another considerable
group of 'learned libraries' consists of those attached
to the various scientific and technical departments of
the Government of India. There are, for example, the
library of the Department of Meteorology at Poona and,
at Calcutta, the libraries of the Geological, Botanical
and Zoological Surveys. The library of the Imperial
Agricultural Research Institute at New Delhi is chief
among those of the agricultural research institutions at
Coimbatore, Poona and other centres. The Industries
Department also has an extensive library of its own at
Delhi. The considerable linguistic library built up by
the Linguistic Survey of India is now merged with
that of the Archaeological Survey of India.

324 THE UNIVERSITY LIBRARY

The university library forms the apex of academic
libraries. In intellectual standard it compares with the
libraries of learned bodies. In linguistic standard,
both differ from college libraries in admitting no
barrier of language: the intellectual standard of
publications is decisive for them, whatever their
language. The only restriction that operates in this
field, apart from a natural predominance of the lan-
guage, is financial. University libraries and those of
learned bodies differ from other academic libraries in
this also, that periodical publications of a high standard
form the essence of their collection. Their ideal is to
subscribe for as many of them in their chosen field as
possible even, if need be, to the exclusion of books.
What is more, they seek to collect and maintain

complete sets of the back volumes of most of the periodicals they take.

3241 ITS EXHAUSTIVE RANGE

University libraries differ from those of colleges not only in intellectual and linguistic standard but also in the range of subjects they cover. In this they also differ from the libraries of learned bodies. Indeed, it may be claimed that university libraries seek to cover the entire spectrum of academic knowledge.

3242 IN INDIA

During the last twenty or thirty years India has forged ahead in university libraries. The older universities of Calcutta, Madras, Bombay and the Punjab have built up rich collections. The Library of the Benares Hindu University is being enlarged considerably. The library of the Indian Institute of Science at Bangalore should also be counted with university libraries. Most of the other Indian universities have vigorous library programmes before them.

325 WHY INFORMATION SHOULD BE GIVEN AT SCHOOL

University students will no doubt automatically come to know of the various academic libraries. But some of those who enter employment immediately after leaving school may develop as they advance in age an urge for academic pursuits. This development will become more and more likely if the existence, nature and scope of the various kinds of academic library are brought to the notice of pupils before they leave school. It is true that only a small proportion will have the capacity to benefit by academic libraries of a high order; but it is not possible to decide who exactly these few are. The information, then, must be given to all pupils alike. We have already suggested how it should be made to permeate among them, so to speak, throughout the final year at school.

PUBLIC LIBRARIES

Academic libraries can serve only a small fraction of the community. The rest must depend for their lifelong self-education on a second species of libraries in the national network — the public library. It has the advantage over academic libraries in that the benefits it can bestow are global : the public library is a source not merely of information but also of recreation and inspiration.

331 THE MEANING OF 'PUBLIC'

The epithet 'public' denotes in the first place that such libraries are maintained at public expense — out of local rates and the state taxes. Since their benefits accrue to the community as a whole, the community supports them. It also denotes that their service is free to the public : they levy no subscriptions or fees. The service they render to any individual is solely dependent upon his capacity to benefit by it and has nothing to do with the length of his purse.

332 URBAN AND RURAL

Public libraries in towns necessarily differ in organization from those that serve country-folk, and the mode and extent of contact between the public and the library staff will differ too. Readers, especially those who often change their residence from town to country or vice versa, must be aware of these differences and take them into account if they are to derive the maximum possible benefit from the public library system.

333 INITIATION BY THE SCHOOL

In many countries the school is responsible for initiating young citizens into the use of the public library. It has already been suggested that the practice of taking batches of pupils to the public library so that they may get used to its methods should be adopted in India. When there is proper understanding and co-operation between public libraries and schools as organs of a system of lifelong universal education, pupils are enrolled as members of their local public library at one such conducted visit.

334 IN INDIA GENERALLY

India is at present very poor in public libraries: not even a small percentage of towns and cities maintain them. As for the countryside, except for a few District Boards that are just beginning to experiment, there is no rural library system worth the name.

3341 IN BARÒDA

Baroda is the solitary exception. The late Gaekwad saw how powerful the public library could be in enhancing the material, mental and spiritual well-being of his people. At the turn of the century, therefore, he inaugurated a policy that set out to establish a network of libraries, so that every citizen might find the books he needed practically at his door. This has in fact been carried out with such earnestness, that today 80% of the people of Baroda have easy access to a public library and half the towns and villages have libraries or library centres of their own.

3342 IN OTHER PROVINCES AND STATES

This example has aroused other states and provinces to emulation. The United Provinces have already inaugurated a library policy and the Punjab too has done so. The Government of Bombay is considering

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an elaborate report that prepares the way for the establishment of a provincial library system. Thanks to the propaganda of the Madras and Andhra Desa library Associations, many Municipalities and District Boards in the province of Madras are beginning to think of libraries. The state of Travancore has inaugurated a definite library policy, and so has the small state of Pudukkottah.

3343 THE ANTICIPATED UPHEAVAL

Wherever we turn there are signs of library-consciousness in the land and but for the present war it would have developed much further. In this period of arrested manifestation, the schools of India, by preparing the young men and women of tomorrow to recognize its value, have a great part to play in making a nation-wide public library system inevitable as soon as normal conditions are restored.

BUSINESS LIBRARIES

Organization on a large scale of trade, transport, banking and industry has brought into being the business library. Such organization, often involving very special knowledge or equipment, demands for its efficiency well-informed staff and management. The latest information must be made use of as soon as it is available. It has been found economical, then, for every big business concern to maintain a library charged with the duty of mobilizing all available printed resources bearing on the business in hand, so that new trends, discoveries, and phases of practice may be known and profited by while they are still in the nascent state.

341 THEIR CHARACTERISTICS

Business libraries will naturally be limited to informative books or books to be used as such. Even these will be limited in range by the demands of the business concerned. They will be most numerous and most exhaustive at the focal point of interest, covering auxiliary aspects or subjects with decreasing intensity.

As for its standard a business library will care less for theoretical and speculative books than for factual and descriptive ones. It will have fewer compendious works than monographs, pamphlets and even leaflets. It will have no hesitation in rejecting out-of-date materials and these may sometimes be less than a year old. It may prefer a file of cuttings to complete numbers of periodicals, for its collection must not be loaded with any material whatever that is irrelevant to the business of the parent body.

PART III: THE NATIONAL LIBRARY SYSTEM

342 OWNERSHIP

While it occasionally happens that a town maintains a business library, it is never as specialized as it should be unless it is owned by a business concern. More and more business houses are now realizing the advantages of maintaining an efficient library of their own. It is estimated that nearly 2,000 industrial and business concerns of the United States of America have special libraries as auxiliaries to their research laboratories.

343 GENERAL TREND TOWARDS TECHNICAL LIBRARIES

In the world economy that is setting in, business libraries are gaining in number and importance. The term 'library' has generally been associated with *belles lettres* and recreative literature, but the trend nowadays is more and more towards the technical. The census of libraries in Russia shows how marked the change of focus must be in any country that tries to keep abreast of the times. Of the 67,286 libraries with altogether 270,869,660 volumes in 1934, 9,742 were business libraries with 126,440,788 volumes—about half of the total for the whole country.

These technical libraries were distributed as follows :

OWNERSHIP	NUMBER OF LIBRARIES	NUMBER OF VOLUMES
STATE AND PUBLIC	173	28,246,253
RESEARCH INSTITUTES	2,235	35,839,085
UNIVERSITY AND POLYTECHNICS	1,139	48,360,960
GOVERNMENT DEPARTMENTS	512	3,003,577
PARTY ORGANIZATIONS	484	2,088,134
TRADE UNIONS	163	1,206,986
AGRICULTURAL INSTITUTES	482	281,420
OTHERS	4,554	7,414,373

India is bound, in the near future, to have a similar experience. The school-children of today should be helped to anticipate it so that they may be qualified to benefit by it when it comes.

CO-ORDINATION OF LIBRARIES

The life-giving principle which can convert a series of isolated institutions, often of low vitality, into a system functioning with full vigour as a single organism is willing co-operation and co-ordination. With the growing complexity of demands even libraries of considerable size cannot hope to meet every reader's needs. The remedy lies not in developing every library into a self-sufficing unit, even if that were financially possible, but in securing the maximum service from each book wherever it may be. This can be achieved only by co-operation and co-ordination which, if effective, would establish a national library system.

351 ECONOMIC LIMITS

We have first to consider the financial aspect. Where public libraries are concerned, no urban area can function properly as an independent library unit unless it has a certain minimum taxable capacity — in other words a minimum population of, say, 50,000. Smaller Municipalities should merge themselves for library purposes in District Boards. The district library will send out boxes of books to the libraries of its area. The more enterprising District Boards may maintain a library van that can hold about 2,000 volumes and send it round the district, say, once a month for exchange of books. In each town and group of villages served, there will be a local library committee, with perhaps the headmaster of the local school as the secretary to indent for books, receive, circulate and return them. Towns may also build up their own

small permanent collections of reference books and other essential and oft-used materials.

Similar centralization will be necessary for business libraries also. Only big concerns will be able to maintain each a library of its own : the rest must combine to set up a joint library.

The schools of a given area, too, may maintain, in addition to their own small libraries, a common supplementary reservoir. Such reservoir libraries may well be managed and maintained by local bodies as adjuncts of their respective public libraries ; in this way duplication of over-head charges may be avoided.

352 REGIONAL SYSTEM

Another mode of co-operation is the 'Regional System' by which the public libraries of a few contiguous districts are grouped about a common centre — generally the largest library of the group. England, for example, has divided its counties into nine regions. The provinces of Madras and Bombay might very well group districts with a common language into regions, and the other provinces in some other helpful way. The regional centre will maintain a union catalogue of all its libraries so as to help loans between them. Its accumulated experience will make it possible to work out a scheme by which each library of the group may specialize in certain subjects, so that wasteful duplication may be avoided.

In a similar way there should be federations of business and of academic libraries to effect inter-library loans, so that the total stock of books may give the greatest possible service.

353 CENTRAL LIBRARY

The next link in the national library system is the Central Library. There should be one in the capital of

every province. It will be the common nexus of all the libraries in the province, of whatever kind, and must therefore maintain a union catalogue of all their resources. It will have little to do directly with readers. Its business is to buy costly and rarely-used books to lend to the libraries of the province on demand and generally to do liaison work between regional centres.

This measure of economy was conceived in England about thirty years ago. It developed out of the Workers' Educational Association, the prime mover being Sir Albert Mansbridge.

What began in 1916 as the Central Library for Students near the British Museum has now become the National Central Library. If even a rich country like England has recourse to such national economy (it is really, also, common sense) it goes without saying that no Indian state or province can afford to be without a central library. It is true that at present there is hardly anything like it. But the generation now at school must be given a clear idea of what obtains in other countries and is due to their own, so that the next generation, anyway, may set up this coping-stone upon the provincial library system.

354 THE NATIONAL CENTRAL LIBRARY

At the top of the hierarchy of the national library system there must be a National Central Library with its headquarters at the seat of the Federal Government. It will do liaison work between the provincial central libraries and arrange for loans between them. It will buy and supply books too costly and too rarely used for any of the provincial central libraries to own. In exceptional cases it will borrow from foreign countries through their National Central Libraries materials unobtainable at home. It will reciprocally lend to

foreign countries. In this way it will incidentally serve the development of an 'international mind'.

355 HOW IT WILL WORK

The general network of the national library system should be so planned that local libraries are attached to regional centres, these in their turn to provincial central libraries, these to the National Central library and, finally, to the National Central Libraries of other countries and to International Library Centres for particular subjects like the Library of the International Institute of Agriculture at Rome, the Hooker Scientific Library for Chemistry at Fayette, Missouri, and the Institut Internationale de Bibliographie at Brussels. Let us now picture how this world-wide library system will serve a particular reader, no matter where he lives and what he requires. He asks his local library for the book he wants. It may be a municipal library, a district board library, a university library, a business library or the library of a learned body. If it has a copy of the book he gets it immediately. If it hasn't and is not able to buy one, it applies to its regional centre. The Exchange Bureau at that centre looks up the Union Catalogue and if a copy is shown to be lying at any library in the region, that library is asked to forward it to the borrowing library or, if it is a district board library, to the reader's home-address. If no copy of the book is entered in the Union Catalogue, the Exchange Bureau informs the provincial central library. This tries to supply the book from its shelves or by obtaining one from the library of some other region of the province or, if these fail, by buying a new copy. If, however, no copy is obtainable, or if the book is in a language quite foreign to the province, or if there is reason to believe that there will hardly be

any other demand for it for several years, the Provincial Central Library will apply to the National Central Library. This in its turn will try to supply the book from its shelves or by borrowing it from some other province or by buying a copy or by borrowing it from some other country.

CHAPTER 36

LIBRARY LEGISLATION

The preceding chapters have given a picture of the variegated library system of a nation. It has also been seen that national economy demands intimate co-operation between libraries whatever their nature or location. Not only should there be inter-library loan of resources but it is alsô desirable, if not necessary, that all libraries should conform to certain accepted standards in their equipment and method of work. Co-ordination of this high order is best effected on a national basis. While much may be expected from voluntary effort, it must also be supported by the State. Experience has led most countries to define the library responsibilities of their States by legislation. Great Britain and the United States led the way in this matter by passing Library Acts about the middle of the last century. After the First World War most European countries and some of the British colonies followed.

361 COMPULSORY ACTS

The nineteenth-century Acts were all merely permissive. But many of the later Acts are compulsory—. they make it obligatory on local bodies to maintain a public library service in their area and provide suitable sanctions to enforce this obligation.

362 IN INDIA

Library legislation was first thought of in India in 1931 when the Model Library Act framed by me was adopted by the Library Service Section of the First All-Asia Educational Conference at Benares. The latest attempt was made at the Fifth All India Library

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Conference held at Bombay in 1942. This conference
gave its general approval to the 'Model Libraries
Bill' drafted by me at the request of the Indian
Library Association. During the eleven intervening
years three attempts were made to introduce Library
Bills in provincial legislatures. The first proposal,
which was in Bengal in 1931, was disallowed by the
Viceroy. The second attempt was in Madras in 1933;
the Bill came out of the select-committee stage; but
as a result of the Government of India Act of 1935,
the Legislative Council was dissolved before the Bill
could become law. When another attempt was made
at Madras in 1937, the Government declined to permit
the bill.

363 THE AIM OF LEGISLATION

The aim of library legislation should be to create
the necessary library agencies and to define their
functions, in such a way that the National Library
Service may work along the most effective and econo-
mical lines. In a sub-continent like India, three types
of agencies will be necessary—federal, provincial and
local. The essential ferment will have to come from
the provinces, while actual service to the public will
be done by the local bodies; the federal agency will be
concerned (less arduously) only with inter-provincial
co-ordination and international co-operation.

364 THE WORK OF THE PROVINCIAL AGENCY

A provincial Government must provide a Library
Act empowering, and in ideal cases enforcing, local
bodies to raise library rates and maintain public
libraries. The Act should also define the extent to
which local bodies may expect financial aid from the
provincial Government. There should also be a depart-
ment of public libraries to maintain the central and

copyright libraries, to enforce the Library Act, to disburse the library grant, to maintain and improve equipment and standards by providing for inspection of libraries and the training of librarians.

365 THE WORK OF THE LOCAL AGENCY

The municipalities or corporations of urban areas with a population above a prescribed limit (say 50,000) should be made library authorities. For the rest of the district, which may be termed rural, the District Board should be the library authority. It should be empowered to serve the rural population through local library committees. The normal method of service in rural areas will be the travelling library ; books will be distributed to each locality at stated intervals by the District Library, while those returned will be taken back. At the same time each locality may be allowed to build a permanent collection, its size depending upon population and financial resources. In most villages the task of receiving books from the travelling library, circulating them among the local public and returning them will fall on the headmaster of the local school or on one of his assistants. In chapters 21 and 22 we have shown other ways in which school-children should be in intimate contact with public libraries. But through the rural library the school lends a helping hand to adult education as well.

366 THE WORK OF THE FEDERAL AGENCY

The federal library agency is to be created by the Federal Government either by legislation or by executive Act. This agency should maintain the National Central Library, the Library Exchange Bureau with its national union catalogue and the National Bibliographical Bureau. This last will contribute to the international bibliographies in various subjects

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which, it is now recognized, are necessary to make
the printed resources of the world go as far as possible
and to help rapid dessemination of nascent thought so
that wasteful overlapping of effort and unnecessary
repetition of the same kind of work in several places
may be avoided.

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